

THE BOARD OF EDUCATION
FOR THE
CITY OF HAMILTON

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FEB 25 1981

GOVERNMENT DOCUMENTS

A C C O M M O D A T I O N R E P O R T

1 9 8 0

DECEMBER 1980

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Education.

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DIRECTOR'S ACCOMMODATION REPORT

SUMMARY OF RECOMMENDATIONS

December, 1980

I. Elementary:

- Rec. A Comley School - that all Comley School Grade 4-5 students
(p. 48) (45) move to Vern Ames and Comley become a primary school
 JK-3, effective September 1981. (See Appendix A attached).
- Rec. B Cecil B. Stirling School - that the administration study
(p. 50) C. B. Stirling School for possible alternative accommodation
 to help relieve the over-crowded conditions.
- Rec. C Wentworth Street School - that the Grade 6 students (25) be
(p. 54) transferred from Wentworth Street School to Tweedsmuir Senior
 School in September 1981. (See Appendix B attached).
- Rec. D Inverness School - that a field house be provided at Inverness
(p. 44) School for gymnasium purposes (2 portables).

II. Secondary:

- Rec. E It is recommended that, subject to the Consolidation Policy
(p. 84) for Vocational Secondary Schools:
- (a) Ainslie Wood Secondary School be renovated to become a
 co-educational facility with operation to begin in
 September 1983.
- (b) Agnes Macphail Secondary School cease to operate as a
 Vocational Secondary School at the end of the 1982-83
 school year.
- (c) Students living within the present Agnes Macphail/Ainslie
 Wood boundaries for whom there would be insufficient
 accommodation at Ainslie Wood Secondary in September 1983,
 be accommodated within the other five Vocational Secondary
 Schools.
- (d) In order that renovations to Ainslie Wood Secondary School
 be completed for September 1983 occupancy,
 (i) the school be closed for the 1982-83 school year and,
 (ii) the students be relocated in the other three boys'
 schools for 1982-83.
- (e) Agnes Macphail Secondary School continue to operate as at
 present for the 1981-82 and 1982-83 school year.

Tabled for
3 months
- Jan. 6, 1981

PROPOSED PROJECTS
CAPITAL EXPENDITURE FORECAST

<u>Board Priority Number</u>	<u>Name of Project</u>
<u>1981</u>	
1.	Inverness Gymnasium (field house)
<u>1982</u>	
1.	Ainslie Wood Renovation
2.	Lake Avenue Senior Gym Addition
<u>1983</u>	
1.	R. A. Riddell Junior Gymnasium Addition
<u>1984</u>	
1.	Riverdale East School
2.	Unnamed Elementary School Replacement

Part A

POLICIES



Ministry of
Colleges and
Universities

December 3, 1979.

MEMORANDUM TO: CHAIRMEN OF SCHOOL BOARDS
DIRECTORS OF EDUCATION

RE: SCHOOL CLOSURE POLICIES

The Ministry of Education, as part of its examination of the Final Report of The Commission on Declining School Enrolments in Ontario, has been reviewing the subject of school closures, surplus accommodation, alternative uses for school buildings, and the financial implications in the closing of schools.

It is recognized that many school boards are now facing difficult decisions respecting the potential closing of schools in their jurisdictions. A great deal of difficulty and controversy is often attendant on their decisions. This is amplified if a board does not have a clearly defined and publicly stated policy on school closure that allows for wide participation of all interested and concerned parties.

This memorandum is to advise boards and their officials that it is the intention of the Minister to require that all school boards in Ontario establish policies and procedures appropriate to its own set of circumstances with respect to the closing of schools within a general policy to be established by the Ministry.

An essential part of such a general policy will be the requirement that all school boards shall prepare and issue a definitive policy on the procedures to be followed in considering whether or not a school should be closed and that this policy shall be filed with the Ministry and shall meet a set of criteria to be ultimately established by the Ministry through the process described in this memo. The tentative criteria currently under consideration are the following:

- a) A definitive procedure for identifying when and how a given school becomes a candidate for closure consideration. (A certain percentage level of occupancy and/or an absolute number of students enrolled for example)
- b) A definitive procedure that will ensure that the citizens of the community to be affected



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The Ministry of Education, in its capacity as the main body responsible for the development of the educational system, has the honor to inform you that the Ministry is currently working on a project to improve the quality of education in the country. This project involves the implementation of a new curriculum and the training of teachers to ensure that students receive the best possible education.

It is important to note that the Ministry is committed to ensuring that all students have access to quality education, regardless of their socio-economic background. To this end, the Ministry is implementing a series of measures to support students who may be at risk of dropping out of school. These measures include providing financial assistance, offering counseling services, and ensuring that schools have the necessary resources to provide a safe and conducive learning environment.

The Ministry is also working to improve the quality of teacher education. This involves providing ongoing professional development opportunities for teachers, as well as ensuring that teacher education programs are of high quality. The Ministry is committed to ensuring that all teachers are well-trained and equipped to provide the best possible education to their students.

In addition, the Ministry is working to improve the quality of school infrastructure. This involves ensuring that schools have the necessary facilities, such as classrooms, laboratories, and libraries, to provide a high-quality education. The Ministry is also working to improve the quality of school management, ensuring that schools are well-run and that resources are used effectively.

The Ministry is committed to ensuring that all students have access to quality education, and it is pleased to inform you that the Ministry is currently working on a project to improve the quality of education in the country. This project involves the implementation of a new curriculum and the training of teachers to ensure that students receive the best possible education.

The Ministry is committed to ensuring that all students have access to quality education, and it is pleased to inform you that the Ministry is currently working on a project to improve the quality of education in the country. This project involves the implementation of a new curriculum and the training of teachers to ensure that students receive the best possible education.

have full opportunity to make their views known to the school board as part of the discussions prior to any decision to close. This input can be by participation of the public on committees established following the initial identification of the school as a candidate for closure consideration.

- c) Procedures to demonstrate how a specific closure would affect the following:
 - i) the attendance area defined for that school;
 - ii) the attendance at other schools;
 - iii) the need for and extent of busing;
 - iv) the effect on the social environment of the community.
- d) An analysis and report on the program implications of maintaining versus closing the school, considering not only the specific school, but neighbouring schools.
- e) An analysis of and report on the following:
 - i) the financial impact of closing the school including the effect on operational costs and the capital implications;
 - ii) the financial ramifications of not closing the school;
 - iii) the capital needs of other schools that may have increased enrolment.
- f) The establishment of a minimum time period between the identification of a school as a candidate for closure and the final decision of the board. (A time period of 18 months is considered an acceptable minimum)
- g) Provision for a detailed study of the disposal of the closed school including such alternatives as:
 - i) use to meet the accommodation needs of French Language Instructional Units;
 - ii) lease of school property to other agencies;

- 1) The school should be able to provide a safe and secure environment for the students.
- 2) The school should be able to provide a high quality of education for the students.
- 3) The school should be able to provide a variety of extracurricular activities for the students.
- 4) The school should be able to provide a supportive environment for the students.
- 5) The school should be able to provide a challenging environment for the students.
- 6) The school should be able to provide a caring environment for the students.
- 7) The school should be able to provide a positive environment for the students.
- 8) The school should be able to provide a healthy environment for the students.
- 9) The school should be able to provide a respectful environment for the students.
- 10) The school should be able to provide a responsible environment for the students.
- 11) The school should be able to provide a safe and secure environment for the students.
- 12) The school should be able to provide a high quality of education for the students.
- 13) The school should be able to provide a variety of extracurricular activities for the students.
- 14) The school should be able to provide a supportive environment for the students.
- 15) The school should be able to provide a challenging environment for the students.
- 16) The school should be able to provide a caring environment for the students.
- 17) The school should be able to provide a positive environment for the students.
- 18) The school should be able to provide a healthy environment for the students.
- 19) The school should be able to provide a respectful environment for the students.
- 20) The school should be able to provide a responsible environment for the students.

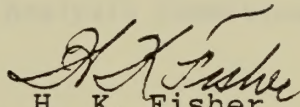
- iii) mothballing of the building if future use as a school is in sight and (ii) is impractical;
- iv) sale of school property for alternative uses;
- v) demolition of the building and either retention of or disposal of the land.

As an interim measure, school boards are requested to review their current policies against these tentatively designed criteria.

The Regional Offices of the Ministry will shortly be distributing to boards examples of locally developed procedures currently in use. These will be of assistance in jurisdictions that may not yet have developed their own procedures.

Subsequently, Regional Directors will be scheduling, in the Regional Educational Councils, opportunities to comment on the tentative general criteria outlined in this memorandum and on specific procedures that might be recommended to school boards as well as on other general policy changes in related areas now under consideration.

The successful resolution of the problems involved in the potential closure of schools is one of the most difficult challenges now facing trustees and administrators. It is hoped that with the advice of local school authorities marshalled in this way through the Regional Education Councils, the Ministry will be materially assisted in developing appropriate general policy, in finalizing suitable criteria, and in identifying the most useful procedures to recommend to local boards.


H. K. Fisher
Deputy Minister

*For further information, please contact R. F. Lawton 965-9676.

(iii) suitability of the building if found not
as a school is in order and (iii) is
impracticable.

(iv) sale of school property for alternative
uses.

(v) demolition of the building and either
retention or disposal of the land.

As an interim measure, school boards are requested
to review their current policies against these tentatively
formulated criteria.

The Regional Office of the Ministry will shortly
be distributed to boards examples of locally developed
proposals currently in use. These will be of assistance
in understanding what may not have developed their own
proposals.

Consequently, regional officers will be encouraged
in the Regional Educational Councils, opportunities to
comment on the tentative general criteria outlined in this
memorandum and on specific proposals that might be
needed at school boards as well as to other general policy
changes in related areas now under consideration.

The successful resolution of the problems involved
in the successful closure of schools is one of the most
difficult challenges now facing regional and national
authorities. It is hoped that with the advice of local school authorities
established in this way through the Regional Educational Councils,
the Ministry will be enabled to maintain an effective approach
to the general policy, to maintain suitable schools, and
to identify the most useful procedures to recommend to
local boards.


J. A. Winter
Deputy Minister

For further information, please contact Mr. A.
Lester 952-5575.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CONSOLIDATION OF SCHOOL ACCOMMODATIONELEMENTARY PANEL

Approved: 1980 02 14

Stage 1 - Identification and Confirmation

1. By December of each year, the Director of Education shall report to the Board on enrolment trends and accommodation needs for all levels of education in the system indicating those schools to be identified for further study for closure.
2. The Director's planning report will include the identification of schools which conform to the following criteria for educational viability:
 - K-5 schools of 150 pupils, or fewer
 - K-6 schools of 150 pupils, or fewer
 - 7/8 schools of 200 pupils, or fewer
 - 6/7/8 schools of 200 pupils, or fewer
 - K-8 schools of 200 pupils, or fewer

and where projection analyses indicate a continuation of the present level of student population and/or a decrease in the present student population or where special circumstances so warrant - e.g. age, size, other available facilities in the Family of Schools.

3. On the approval of the Director's recommendations, as presented or amended by the Board, the Principal of the school concerned, under the direction of the Assistant Superintendent (Area) will immediately advise the community of the Board's action and arrange a public meeting under the chairmanship of the Chairman of the Education Management Committee or a Trustee designated by the Chairman of the Education Management Committee.

The purpose of the meeting is to:

- (a) present to the meeting all of the salient data on which the proposal to identify the school for study for closure was made.
- (b) to provide those present at the meeting with the opportunity to discuss the identification proposal.
- (c) to establish a Review and Analysis Committee.

Stage II - Review and Analysis

1. A committee comprised of one principal, three parents of students in the school, three residents of the school's attendance area who do not have children in the school (public school supporters), two trustees, two administrative staff and additional resource personnel as required to be established.

REGULATION BY BOARD OF EDUCATION

EXHIBIT A

Section 1 - Identification and Description

1. The purpose of this regulation is to provide for the identification and description of the various types of schools and programs which are operated by the Board of Education for the City of Washington.

2. The Board of Education is authorized to identify and describe the various types of schools and programs which are operated by the Board of Education for the City of Washington.

- Schools of 100 pupils or more
- Schools of 50 pupils or more
- Schools of 25 pupils or more
- Schools of 10 pupils or more
- Schools of 5 pupils or more

3. The Board of Education is authorized to identify and describe the various types of schools and programs which are operated by the Board of Education for the City of Washington.

4. The Board of Education is authorized to identify and describe the various types of schools and programs which are operated by the Board of Education for the City of Washington.

The purpose of this regulation is to:

- (a) identify the various types of schools and programs which are operated by the Board of Education for the City of Washington;
- (b) to provide for the identification and description of the various types of schools and programs which are operated by the Board of Education for the City of Washington;
- (c) to provide for the identification and description of the various types of schools and programs which are operated by the Board of Education for the City of Washington.

Section 2 - Review and Revision

5. A committee composed of one principal, three parents of students in the school, three members of the school's governing body, and one member of the community is authorized to review and revise this regulation.

2. The Review and Analysis Committee will consider the following:

- (a) the advantages/disadvantages of the educational programme experience of the students in the school.
- (b) the social influences on the community of the existing school.
- (c) the enrolment and population statistics, including future developments or redevelopment both within the community and for adjacent attendance areas.
- (d) the statement concerning the school facility in terms of the relationship of space used and not used for academic purposes and the state of repair of the building.
- (e) system statistics regarding enrolment, instructional costs, maintenance and operation costs.
- (f) requirements for Special Education within the Family.
- (g) identification of potential student spaces in adjacent schools taking into consideration distances, traffic configuration, busing, lunchroom facilities.
- (h) staff relocation implications.
- (i) any additional pertinent information related to a specific school.
- (j) specific budget implications on program requirements due to enrolment.
- (k) year level organization (triple and double gradings).
- (l) opportunities for alternative compatible use of facilities.
- (m) additional resources that may have to be provided beyond that which would be normally provided.
- (n) staffing implications due to specific school enrolments.
- (o) specific staffing requirements that cannot be met through regular allocations.

The Review and Analysis Committee will have freedom of access to all relevant data, and staff support in the preparation of the report.

The report will normally be compiled during the January to May period for presentation to the Education Management Committee in June for receipt and referral to administration for study.

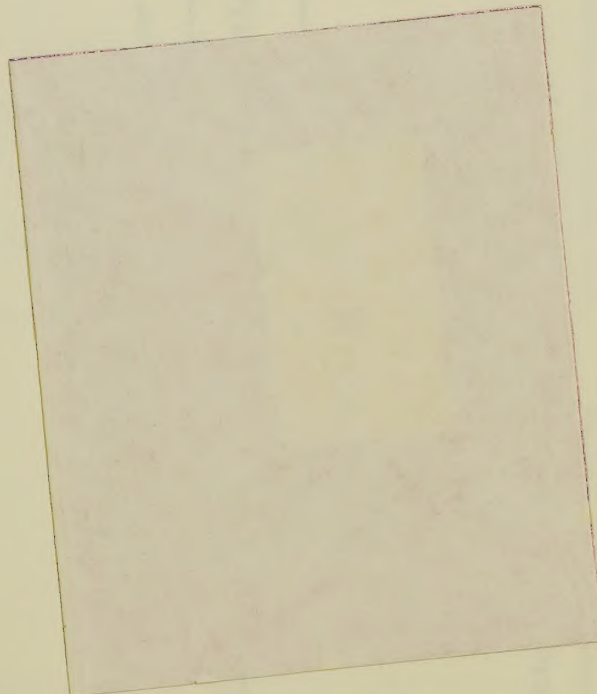
Stage III - Study of Alternative Recommendations

1. The administration will study the report of the Review and Analysis Committee and the Director will forward specific recommendations to the Education Management Committee for consideration during the month of September.

2. The Board will decide to accept/reject or adapt the recommendations of the Director at the October Board meeting.
3. If the decision of the Board is to not close the school, the school will continue to be subject to regular review.
4. This decision will be communicated to the community through the Assistant Superintendent (Area).

Stage IV - Implementation

1. The administration will convene meetings with parents, students and staff to provide an appropriate orientation programme for all affected by the Board's decision.
2. The administration will implement the decision for closure effective June 30th.



2. The Board will decide to accept or reject the recommendations of the Superintendent as the Board's final action.
3. If the decision of the Board is to not accept the school will continue to be subject to regular review.
4. This decision will be communicated to the community through the Assistant Superintendent (ASST).

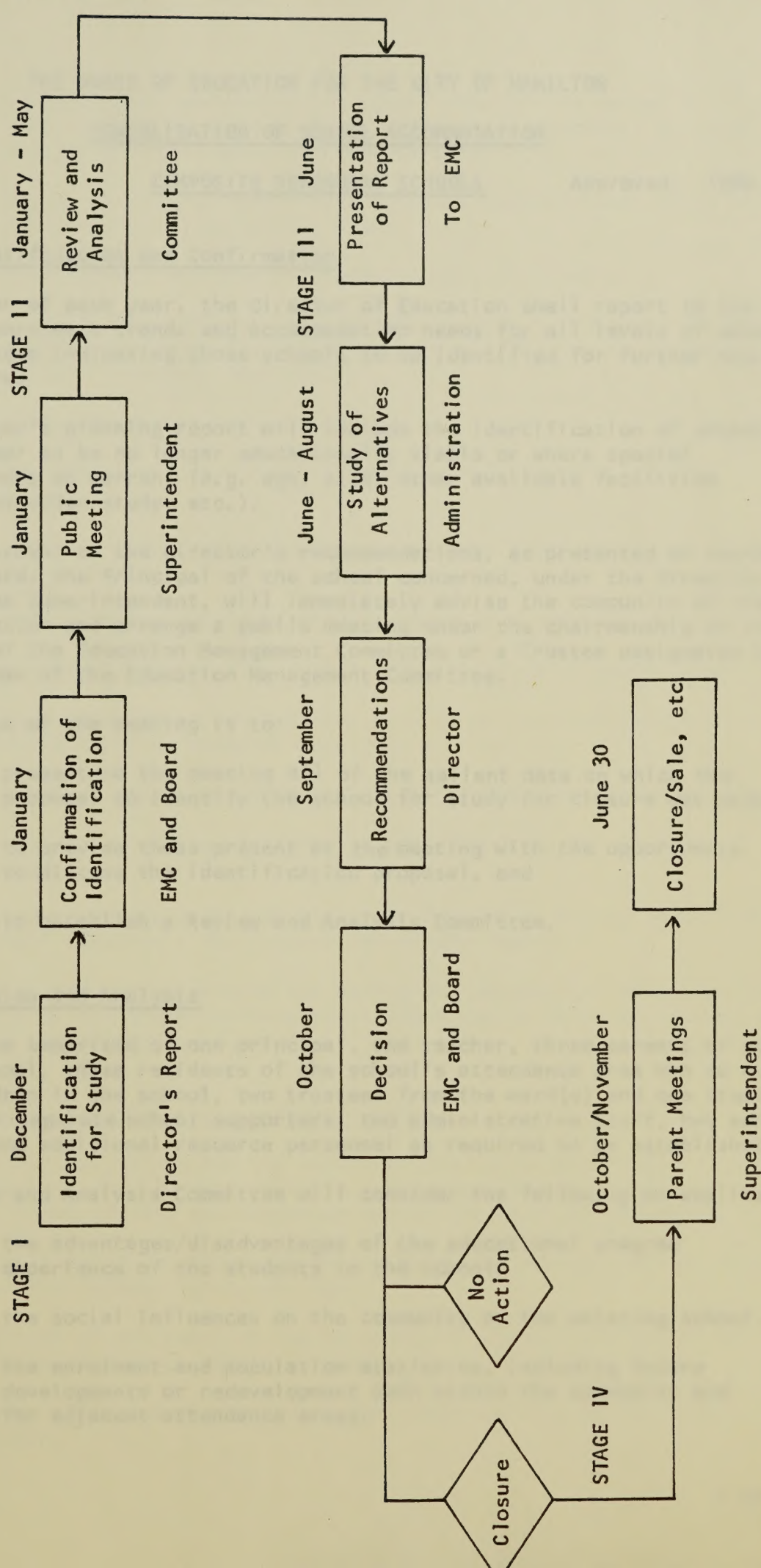
Stage 12 - Implementation

1. The Administration will continue working with parents, students and staff to provide an excellent educational program for all students by the Board's decision.
2. The Administration will implement the decision for future effective June 2000.



HAMILTON BOARD OF EDUCATION

(REVISED)



THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

CONSOLIDATION OF SCHOOL ACCOMMODATIONCOMPOSITE SECONDARY SCHOOLS

Approved: 1980 09 09

Stage I - Identification and Confirmation

1. By December of each year, the Director of Education shall report to the Board on enrolment trends and accommodation needs for all levels of education in the system indicating those schools to be identified for further study for closure.
2. The Director's planning report will include the identification of schools which appear to be no longer educationally viable or where special circumstances so warrant (e.g. age, size, other available facilities in the area under study, etc.).
3. On the approval of the Director's recommendations, as presented or amended by the Board, the Principal of the school concerned, under the direction of the Area Superintendent, will immediately advise the community of the Board's action and arrange a public meeting under the chairmanship of the Chairman of the Education Management Committee or a Trustee designated by the Chairman of the Education Management Committee.

The purpose of the meeting is to:

- (a) present to the meeting all of the salient data on which the proposal to identify the school for study for closure was made,
- (b) to provide those present at the meeting with the opportunity to discuss the identification proposal, and
- (c) to establish a Review and Analysis Committee.

Stage II - Review and Analysis

1. A committee comprised of one principal, one teacher, three parents of students in the school, three residents of the school's attendance area who do not have children in the school, two trustees from the ward(s) and one trustee elected by separate school supporters, two administrative staff, two senior students and additional resource personnel as required to be established.
2. The Review and Analysis Committee will consider the following as applicable:
 - (a) the advantages/disadvantages of the educational program experience of the students in the school.
 - (b) the social influences on the community of the existing school.
 - (c) the enrolment and population statistics, including future developments or redevelopment both within the community and for adjacent attendance areas.

- (d) the statement concerning the school facility in terms of the relationship of space used and not used for academic purposes and the state of repair of the building.
- (e) system statistics regarding enrolment, instructional costs, maintenance and operations costs.
- (f) requirements for Special Education with the Family.
- (g) identification of potential student spaces in adjacent schools taking into consideration distances, traffic configuration, busing, cafeteria facilities.
- (h) staff relocation implications.
- (i) any additional pertinent information related to a specific school.
- (j) specific budget implications and program requirements due to enrolment.
- (k) combining options in different grades (i.e. stacking).
- (l) opportunities for alternative compatible use of facilities.
- (m) additional resources that may have to be provided beyond that which would be normally provided.
- (n) staffing implications due to specific school enrolments.
- (o) specific staffing requirements that cannot be met through regular allocations.

The Review and Analysis Committee will have freedom of access to all relevant data and staff support in the preparation of the report.

The report will normally be compiled during the January to May period for presentation to the Education Management Committee in June for receipt and referral to administration to study.

Stage III - Study of Alternative Recommendations

1. The administration will study the report of the Review and Analysis Committee, and the Director will forward specific recommendations to the Education Management Committee for consideration during the month of September.
2. The Board will decide to accept/reject or adapt the recommendations of the Director at the October Board meeting.
3. If the decision of the Board is not to close the school, the school will continue to be subject to regular review.
4. This decision will be communicated to the community through the Area Superintendent.

(6) The statement concerning the school facility in terms of the building and the state of repair of the building.

(7) Other facilities regarding environment, instructional materials, and other facilities.

(8) Statement for student education with the facility.

(9) Statement of personnel, student services in relation to the facility, including instructional materials, instructional materials, and other facilities.

(10) Other relevant information.

(11) Any additional pertinent information related to a specific school.

(12) Specific subject materials and other materials and other materials.

(13) Additional facilities in relation to the facility.

(14) Information for alternative materials use in the facility.

(15) Additional facilities that may not be provided by the facility which would be normally provided.

(16) Additional facilities that are specific to the facility.

(17) Specific facilities, equipment, and other facilities that are not through regular channels.

The Board and Faculty Committee will have the right of access to all relevant data and staff support in the preparation of the report.

The report will usually be completed during the January to May period for presentation to the Education Management Committee in June. The report will be referred to the Education Management Committee.

Section III - Study of Alternative Recommendations

1. The Administration will study the report of the Board and Faculty Committee, and the Board will forward specific recommendations to the Education Management Committee for consideration during the month of September.

2. The Board will decide on recommendations or other recommendations of the Education Management Committee.

3. If the decision of the Board is not to close the school, the school will continue to be subject to regular review.

4. This decision will be communicated to the community through the news organization.

Stage IV - Implementation

1. The administration will convene meetings with parents, students and staff to provide an appropriate orientation program for all affected by the Board's decision.
2. The administration will implement the decision for closure, effective June 30th.

Grade 13 Secondary Schools

- (i) Director's recommendations to study for consolidation -- present to Board in June.
- (ii) Public presentation be invited at an open meeting in October.
- (iii) Board Decision in November -- for implementation in September of the following year.

Vocational Secondary Schools

- (i) Director's recommendation to study for consolidation in October/November.
- (ii) Public presentation be invited at an open meeting in January.
- (iii) Board Decision in February -- for implementation in September of the following year.

Step IV - Implementation

1. The administration will continue meeting with parents, students and staff to provide an appropriate orientation program for all students by the Board's decision.
2. The administration will implement the decision for closure, effective June 30th.

Green IS Secondary Schools

- (i) District's recommendation to study for consolidation -- 2 years to Board in June.
- (ii) Public presentation be invited at an open meeting in October.
- (iii) Board decision in November -- for implementation in September of the following year.

Wheatland Secondary Schools

- (i) District's recommendation to study for consolidation in February, November.
- (ii) Public presentation be invited at an open meeting in January.
- (iii) Board decision in February -- for implementation in September of the following year.

Approved: 1980 10 09

TRANSPORTATION POLICY

That transportation be provided to elementary school pupils subject to the conditions outlined below and that this transportation be provided without the payment of a fare by the pupil.

1. When a school is closed and the pupils of the school are transferred to another school outside of the district they would expect to attend and the pupil so transferred lives one mile or more from the school he/she is required to attend, transportation will be provided by the Board where practical.
2. Where existing school facilities are incapable of accommodating the pupils in an area and these students must be transported to another school area and the pupils so transferred live one mile or more from the school he/she is required to attend, transportation will be provided by the Board where practical.
3. Where sidewalks or pathways are not in existence along the route from home to school and walking is hazardous because of the aforementioned condition, consideration will be given to the provision of transportation.
4. That where a pupil qualifies for transportation under sections 1, 2 and 3 above and where the provision of a vehicle is impractical and public transit is available, public transit tickets may be provided.
5. Pupils of the Board of Education for the City of Hamilton not qualifying under the sections above, but who are convenient to the route taken by a Board hired bus may avail themselves of this transportation providing there is sufficient capacity on a bus.
6. The traditional routes serving Rymal Road East, Mud Street, Pritchard Road, etc. on the east end of the mountain and Scenic Drive, Upper Horning Road and Mohawk Road West on the west end of the mountain to be maintained under the new regulations and incorporated into other routes if found necessary.
7. That the children in Junior Kindergarten classes be allowed to travel to or from their schools on the established Board of Education routes, in accordance with clause 5 of the Transportation policy and that the responsibility for the noon trip or return trip home and for the afternoon arrival at school continue to be that of the parents.

TRANSPORTATION POLICY

This transportation policy is provided to elementary school pupils subject to the conditions outlined below and that this transportation be provided without the payment of a fare by the pupil.

1. When a school is closed and the pupils of the school are transported to another school, outside of the district they would expect to attend and the pupil so transported lives one mile or more from the school, he/she is entitled to attend. Transportation will be provided on the basis where practical.
2. Where existing school facilities are inadequate to accommodate the pupils in an area and these students must be transported to another school and the pupils so transported live one mile or more from the school where it is required to attend, transportation will be provided by the Board where practical.
3. Where sidewalks or pathways are not in existence along the route from home to school and walking is excessive because of the environmental conditions, consideration will be given to the provision of transportation.
4. That where a pupil qualifies for transportation under sections 1, 2 and 3 above and where the provision of a vehicle is impractical and public transit is available, public transit tickets may be provided.
5. Pupils of the Board of Education for the City of Hamilton not qualifying under the sections above, but who are covered and to the route taken by a Board hired bus may still themselves of this transportation providing there is sufficient capacity on a bus.
6. The traditional routes serving Royal Road East, and Street, Westward Road, etc. on the east end of the mountain and South Drive, Westward Road and North Road West on the west end of the mountain to be maintained under the new regulations and incorporated into other routes if found necessary.
7. That the children in Junior Kindergarten classes be allowed to travel to or from their schools on the established Board of Education routes in accordance with clause 2 of the Transportation policy and that the responsibility for the return trip or return to home and for the afternoon arrival at school continue to be that of the parents.

Part B

OVERVIEW

AND

TRENDS

OVERVIEW

This year (1980) marks the tenth year of overall decline in enrolment (see table III). The most serious impact has now shifted to the secondary school level, where enrolment is down by 650 students. Enrolment in the elementary panel was sustained by the expansion of the Junior Kindergarten program into forty additional schools (1,739 total pupils).

Table I

ENROLMENTS

	<u>1979</u>	<u>1980</u>	<u>Difference</u>
Elementary	25 532	25 859	+ 327
Secondary (Composite)	15 028	14 427	- 601
Secondary (Vocational)	2 167	2 118	- 49
Trainable Retarded	439	416	- 23
TOTAL	43 166	42 820	- 346*

Last year's decline in total enrolment of 1 776 students was an all-time drop. This year the actual total decline was 1 279 (3.0% of the total enrolment).*

Table II

ELEMENTARY SCHOOL ENROLMENTS

	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1979-80 Decline/Increase</u>	
				<u>Pupils</u>	<u>Per Cent</u>
Lower Hamilton	15 915	15 153	15 144	- 9	- 0.06
Upper Hamilton	10 840	10 379	10 715	+ 336	+ 3.14
TOTAL	26 755	25 532	25 859	+ 327	+3.08*
				(-1 223)	(-4.8)**

** A comparison with last year's figures shows a decrease in the rate of decline this year.

DECLINING ENROLMENT

One of the most significant factors in declining enrolment has been the drastic drop in the Hamilton birth rate, which appears to have levelled off in the past few years.

ENROLMENTS, DECLINE IN ENROLMENTS, PERCENT DECLINE IN ENROLMENTS
ENROLMENTS AS OF SEPTEMBER 30, EACH YEAR

	ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		VOCATIONAL SCHOOLS		TRAINABLE SCHOOLS		TOTAL: ALL SCHOOLS		
	ENROLMENT	CHANGE FROM PREVIOUS YEAR	ENROLMENT	CHANGE FROM PREVIOUS YEAR	ENROLMENT	CHANGE FROM PREVIOUS YEAR	ENROLMENT	CHANGE FROM PREVIOUS YEAR	ENROLMENT	CHANGE FROM PREVIOUS YEAR	% CHANGE FROM PREVIOUS YEAR
1967	36,090	- 545	16,741	+ 456	1,327	+281			54,158	+ 192	+ .4%
1968	35,545	- 104	17,197	+ 207	1,608	+297	312	+14	54,350	+ 712	+1.3%
1969	35,441	- 272	17,404	+ 248	1,905	+198	326	+29	55,062	+ 188	+ .3%
1970	35,169	- 990	17,652	- 66	2,103	+ 3	355	+36	55,250	-1024	-1.9%
1971	34,179	-1003	17,586	- 537	2,106	+ 71	391	+30	54,226	-1433	-2.6%
1972	33,176	-1063	17,049	- 312	2,177	+ 43	421	+30	52,793	-1302	-2.5%
1973	32,113	-1069	16,737	- 351	2,220	- 66	451	+30	51,491	-1456	-2.8%
1974	31,044	- 836	16,386	+ 174	2,154	- 46	458	+ 7	50,035	- 701	-1.4%
1975	30,208	-1109	16,560	- 15	2,108	+ 57	465	+ 7	49,334	-1060	-2.1%
1976	29,099	- 910	16,545	- 740	2,165	- 28	444	-21	48,274	-1699	-3.5%
1977	28,189	-1435	15,805	- 252	2,137	+ 58	444	- 5	46,575	-1634	-3.5%
1978	26,754	-1221	15,553	- 525	2,195	- 28	439	N.C.	44,941	-1774	-3.9%
1979	25,533	+ 326*	15,028	- 601	2,167	- 49	439	-23	43,167	- 347*	-3.0%
1980	25,859	- 890	14,427	- 936	2,118	- 52	416	- 8	42,820	-1886	-4.4%
1981	24,969	- 752	13,491	-1096	2,066	- 69	408	- 7	40,934	-1924	-4.7%
1982	24,217	- 592	12,395	- 903	1,997	-100	401	- 5	39,010	-1600	-4.1%
1983	23,625	- 621	11,492	- 393	1,897	- 73	396	- 5	37,410	-1092	-2.9%
1984	23,004	- 435	11,099	- 537	1,824	- 67	391	- 5	36,318	-1044	-2.9%
1985	22,569	- 411	10,562	- 341	1,757	- 70	386	- 2	35,274	- 824	-2.3%
1986	22,158	- 211	10,221	- 358	1,687	- 70	384	- 3	34,450	- 642	-1.9%
1987	21,947	- 102	9,863	- 413	1,617	- 66	381	- 2	33,808	- 583	-1.7%
1988	21,845	- 116	9,450	- 435	1,551	- 55	379	- 5	33,225	- 608	-1.8%
1989	21,729	+ 19	9,015	- 304	1,496	- 16	377	- 2	32,617	- 333	-1.0%
1990	21,748	+ 68	8,711	- 315	1,453	- 16	372	- 2	32,284	- 265	- .8%
1991	21,816		8,396		1,437		370		32,019		

*The elementary program expanded into Jr. Kgn.: the real decline was 932 or 3.7% for the elementary panel,
: the real decline was 1279 or 3.0% for the system.

Research Services Department
October, 1980

Table IVLive Births / Enrolment

	<u>1960</u> <u>(high)</u>	<u>1973</u> <u>(low)</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u> <u>(est.)</u>	<u>1981</u>
Birth rate/ 1,000 pop.	25.9	12.7	13.1	13.7	14.4	(13.3)	
Live Births	6820	3885	4086	4220	4422	(4084)	
Sr. Kindergarten Enrolment (Sept. 1)	4232	2995	2820	2719	2643	2497	(2457)
% of Births 5 years previous	--	53.6	70.2	70.0	62.2	56.4	

Kindergarten pupils are the life-blood of the educational system; you can readily see the adverse effect that the declining birth rate has had on our elementary schools -- see Graph #1, p.

BIRTHS VERSUS MIGRATION

Over the past years, the decline in enrolment in the elementary schools has been caused by two factors; the declining birth rate, and pupil migration out of the city. During the school year 1979-80, a major shift in that trend occurred. Although 7,028 pupils transferred to other elementary schools, 7,183 pupils were received from other schools (showing a gain of 155 pupils from the "admission-transfer" process). During the same time, the population of the City of Hamilton increased from 306,538 to 306,640 (a gain of 102), the first gain in population for the city in 4 years. It must be stated that one unusual incident does not establish a new trend and investigation must be continued in future years to discover if this incident represents a change. It is clear, however, that the declining enrolment of 1979-80 is primarily the result of the decline in birth rate (an international phenomenon) and not pupil migration as it has been in recent years.

Table V

<u>Year</u>	<u>Elementary School</u> <u>Decline from previous year</u>	<u>Reason For Decline</u>	
		<u>Births</u>	<u>Migration</u>
1975-76	- 1109	- 56%	- 44%
1976-77	- 911	- 25%	- 75%
1977-78	- 1434	- 29%	- 71%
1978-79	- 1223	- 32%	- 68%
1979-80*	- 932	- 112%	+12%

* Actual figures indicate an increase of 327. This is due to the expansion of the Junior Kindergarten program.

KINDERGARTEN ENROLMENTS: SEPTEMBER 30, EACH YEAR

Graph # 1

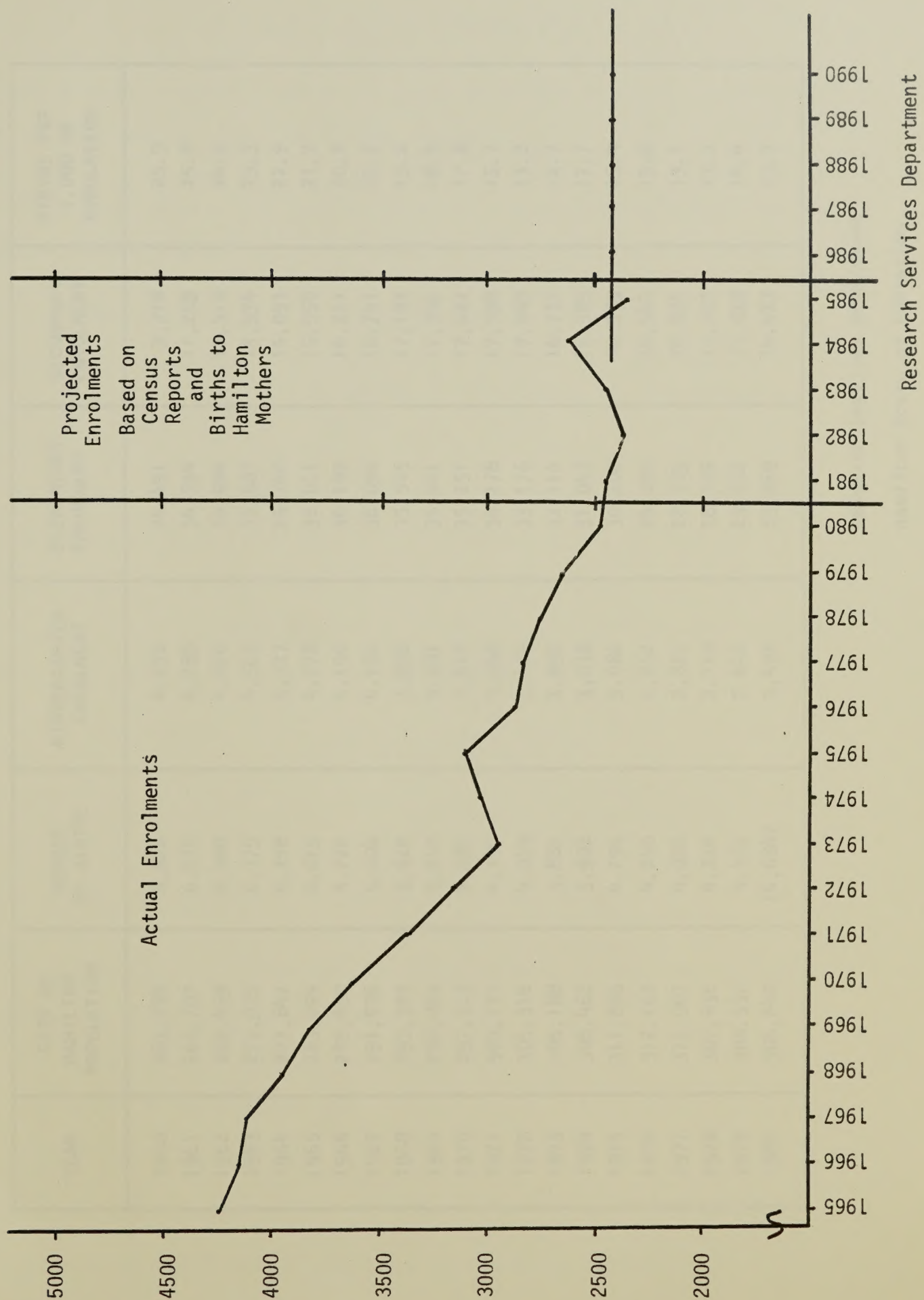




Table VI
CITY OF HAMILTON LIVE BIRTHS AND ENROLMENTS AS OF SEPTEMBER 30, EACH YEAR

YEAR	CITY OF HAMILTON POPULATION	NUMBER OF BIRTHS	KINDERGARTEN ENROLMENT	ELEMENTARY ENROLMENT	SECONDARY ENROLMENT	BIRTHS PER 1,000 OF POPULATION
1960	263,750	6,820	4,232	34,491	9,718	25.9
1961	266,707	6,678	4,288	34,594	11,269	25.0
1962	269,459	6,480	4,426	34,994	12,510	24.0
1963	273,935	6,379	4,566	35,507	13,934	23.3
1964	277,847	6,358	4,327	35,740	15,053	22.9
1965	283,099	6,015	4,278	36,051	15,950	21.2
1966	285,650	5,720	4,196	36,192	16,227	20.2
1967	291,536	5,604	4,166	36,090	16,741	19.2
1968	293,397	5,620	3,956	35,545	17,193	19.2
1969	296,826	5,617	3,881	35,441	17,396	18.9
1970	297,523	5,282	3,610	35,151	17,622	17.8
1971	303,177	4,750	3,366	34,178	17,598	15.7
1972	305,316	4,019	3,179	33,176	17,049	13.2
1973	305,188	3,885	2,995	32,114	16,737	12.7
1974	306,462	3,902	3,038	31,043	16,389	12.7
1975	311,886	4,796	3,086	30,208	16,559	15.4
1976	312,162	4,250	2,852	29,099	16,545	13.6
1977	311,907	4,086	2,820	28,189	15,805	13.1
1978	307,836	4,220	2,719	26,755	15,553	13.7
1979	306,538	4,422	2,642	25,532	15,028	14.4
1980	306,640	(4,084)	2,498	25,859	14,427	13.3

Research Services Department

Hamilton Board of Education

Table 1. Summary of data for the 1990-1991 season.

Source: U.S. Department of the Interior, Bureau of Land Management.

Area	Land Use	Area (Acres)	Area (Hectares)	Area (Square Miles)	Area (Square Kilometers)	Area (Square Meters)	Area (Square Feet)
1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.001
1.002	1.002	1.002	1.002	1.002	1.002	1.002	1.002
1.003	1.003	1.003	1.003	1.003	1.003	1.003	1.003
1.004	1.004	1.004	1.004	1.004	1.004	1.004	1.004
1.005	1.005	1.005	1.005	1.005	1.005	1.005	1.005
1.006	1.006	1.006	1.006	1.006	1.006	1.006	1.006
1.007	1.007	1.007	1.007	1.007	1.007	1.007	1.007
1.008	1.008	1.008	1.008	1.008	1.008	1.008	1.008
1.009	1.009	1.009	1.009	1.009	1.009	1.009	1.009
1.010	1.010	1.010	1.010	1.010	1.010	1.010	1.010
1.011	1.011	1.011	1.011	1.011	1.011	1.011	1.011
1.012	1.012	1.012	1.012	1.012	1.012	1.012	1.012
1.013	1.013	1.013	1.013	1.013	1.013	1.013	1.013
1.014	1.014	1.014	1.014	1.014	1.014	1.014	1.014
1.015	1.015	1.015	1.015	1.015	1.015	1.015	1.015
1.016	1.016	1.016	1.016	1.016	1.016	1.016	1.016
1.017	1.017	1.017	1.017	1.017	1.017	1.017	1.017
1.018	1.018	1.018	1.018	1.018	1.018	1.018	1.018
1.019	1.019	1.019	1.019	1.019	1.019	1.019	1.019
1.020	1.020	1.020	1.020	1.020	1.020	1.020	1.020
1.021	1.021	1.021	1.021	1.021	1.021	1.021	1.021
1.022	1.022	1.022	1.022	1.022	1.022	1.022	1.022
1.023	1.023	1.023	1.023	1.023	1.023	1.023	1.023
1.024	1.024	1.024	1.024	1.024	1.024	1.024	1.024
1.025	1.025	1.025	1.025	1.025	1.025	1.025	1.025
1.026	1.026	1.026	1.026	1.026	1.026	1.026	1.026
1.027	1.027	1.027	1.027	1.027	1.027	1.027	1.027
1.028	1.028	1.028	1.028	1.028	1.028	1.028	1.028
1.029	1.029	1.029	1.029	1.029	1.029	1.029	1.029
1.030	1.030	1.030	1.030	1.030	1.030	1.030	1.030
1.031	1.031	1.031	1.031	1.031	1.031	1.031	1.031
1.032	1.032	1.032	1.032	1.032	1.032	1.032	1.032
1.033	1.033	1.033	1.033	1.033	1.033	1.033	1.033
1.034	1.034	1.034	1.034	1.034	1.034	1.034	1.034
1.035	1.035	1.035	1.035	1.035	1.035	1.035	1.035
1.036	1.036	1.036	1.036	1.036	1.036	1.036	1.036
1.037	1.037	1.037	1.037	1.037	1.037	1.037	1.037
1.038	1.038	1.038	1.038	1.038	1.038	1.038	1.038
1.039	1.039	1.039	1.039	1.039	1.039	1.039	1.039
1.040	1.040	1.040	1.040	1.040	1.040	1.040	1.040
1.041	1.041	1.041	1.041	1.041	1.041	1.041	1.041
1.042	1.042	1.042	1.042	1.042	1.042	1.042	1.042
1.043	1.043	1.043	1.043	1.043	1.043	1.043	1.043
1.044	1.044	1.044	1.044	1.044	1.044	1.044	1.044
1.045	1.045	1.045	1.045	1.045	1.045	1.045	1.045
1.046	1.046	1.046	1.046	1.046	1.046	1.046	1.046
1.047	1.047	1.047	1.047	1.047	1.047	1.047	1.047
1.048	1.048	1.048	1.048	1.048	1.048	1.048	1.048
1.049	1.049	1.049	1.049	1.049	1.049	1.049	1.049
1.050	1.050	1.050	1.050	1.050	1.050	1.050	1.050

Table 1. Summary of data for the 1990-1991 season.

SURPLUS ACCOMMODATION

The present elementary school enrolment of 25 859 represents a 28.6% drop from the 1966 peak enrolment of 36 192 students.

The present theoretical surplus space throughout the system is reflected in the following figures:

Table <u>VII</u>		<u>Pupil-Places</u>	
<u>Total Operating Capacity</u>	<u>1980 Enrolment</u>	<u>Pupil Vacancy</u>	<u>Vacancy As A % Of Capacity</u>
34 615	25 589	9 026	26.1

The "pupil-places" vacancy rate of 26.1% may be misleading; however, as many rooms are being used for purposes which do not permit maximum use of facilities (such as special education, language development, art, music, family studies, etc.), a more accurate picture of the use of available accommodation might be the analysis of the use of classroom space which follows:

Table <u>VIII</u>		<u>Use of Classroom Space</u>	
<u>Classrooms Available</u>	<u>In Use</u>	<u>Vacancy</u>	<u>Vacancy As A % Of Capacity</u>
1 286	1 057	229	17.8

This is comparable to last year which was 18.1%.

With further analysis, however, the real vacancy is much less than the 229 classrooms shown when we consider:

147 are being used for auxiliary teaching,

24 for adult day classes, and

29 for outside purposes.

200

The net result is that only 29 classrooms are not being used for some educational purpose or other use.

SURPLUS ACCOMMODATION

The present statement shows a surplus of 25,000 persons in 1955 and a surplus of 10,000 persons in 1956. The surplus is calculated on the basis of the following figures:

1955		1956	
Population	Accommodation	Population	Accommodation
1,000,000	975,000	1,000,000	990,000

The "population" figure for 1955 is based on the 1955 census. The "accommodation" figure for 1955 is based on the 1955 census. The "population" figure for 1956 is based on the 1956 census. The "accommodation" figure for 1956 is based on the 1956 census. The surplus is calculated as the difference between the population and the accommodation.

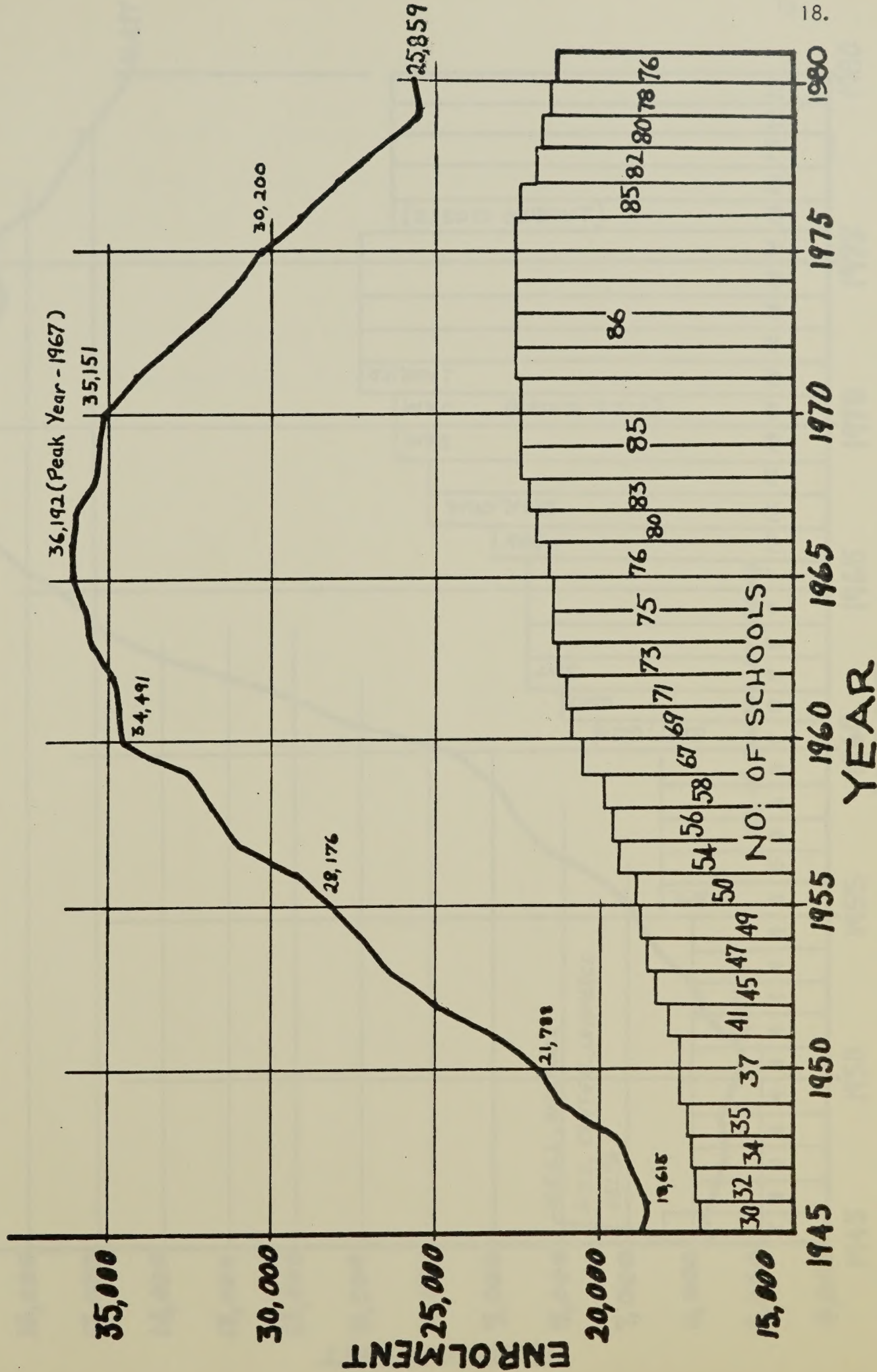
1955		1956	
Population	Accommodation	Population	Accommodation
1,000,000	975,000	1,000,000	990,000

The surplus is calculated as the difference between the population and the accommodation. The surplus is 25,000 persons in 1955 and 10,000 persons in 1956. The surplus is calculated on the basis of the following figures:

The net result is that only 10,000 persons are not being used for other purposes.

ELEMENTARY SCHOOL ENROLMENTS AND ACCOMMODATION

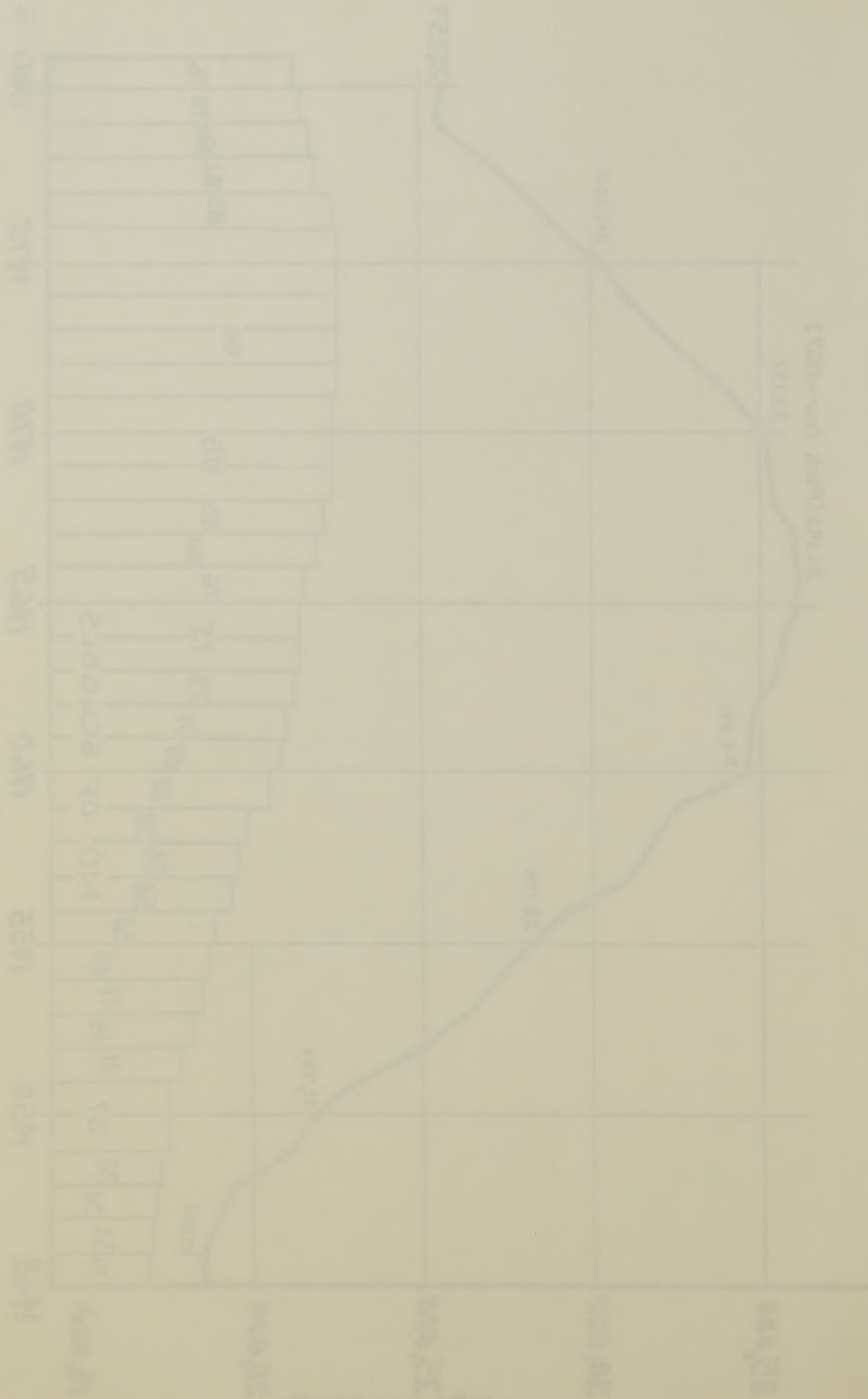
Graph # 2



РАСЧЕТ НАПРЯЖЕНИЙ В СТЕКЛЯННОЙ РАМКЕ

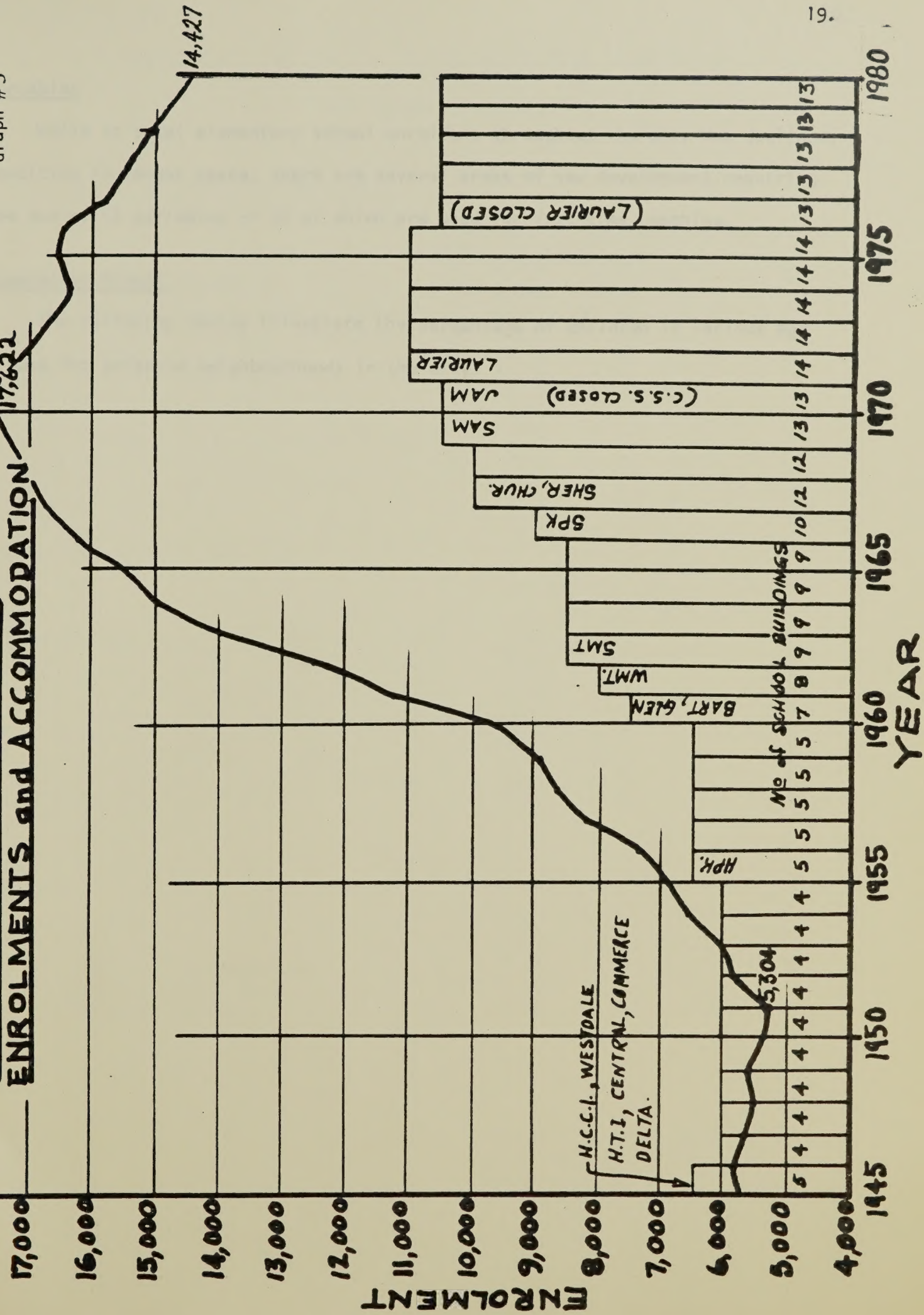
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РАСЧЕТ



COMPOSITE SECONDARY ENROLMENTS and ACCOMMODATION

Graph #3





Portables

While in total elementary school enrolment throughout the city has declined, resulting in vacant space, there are several areas of new development requiring the use of 52 portables -- 37 of which are used for full-time teaching.

Population Trends

The following tables illustrate the percentage of children in various age groups for selected neighbourhoods in the city.

Percentage of Population by Age Group

Neighbourhood	0-4	5-9	10-14	15-19
141 North York (Municipal Area)	5.75	7.25	5.25	74.75
142 North York (Municipal Area)	5.25	6.25	7.25	81.25
143 North York (Municipal Area)	5.25	6.25	7.25	81.25
144 North York (Municipal Area)	5.25	6.25	7.25	81.25
145 North York (Municipal Area)	5.25	6.25	7.25	81.25
146 North York (Municipal Area)	5.25	6.25	7.25	81.25
147 North York (Municipal Area)	5.25	6.25	7.25	81.25
148 North York (Municipal Area)	5.25	6.25	7.25	81.25
149 North York (Municipal Area)	5.25	6.25	7.25	81.25
150 North York (Municipal Area)	5.25	6.25	7.25	81.25

Percentage of Population by Age Group

Neighbourhood	0-4	5-9	10-14	15-19
151 North York (Municipal Area)	5.75	7.25	5.25	74.75
152 North York (Municipal Area)	5.25	6.25	7.25	81.25
153 North York (Municipal Area)	5.25	6.25	7.25	81.25
154 North York (Municipal Area)	5.25	6.25	7.25	81.25
155 North York (Municipal Area)	5.25	6.25	7.25	81.25
156 North York (Municipal Area)	5.25	6.25	7.25	81.25
157 North York (Municipal Area)	5.25	6.25	7.25	81.25
158 North York (Municipal Area)	5.25	6.25	7.25	81.25
159 North York (Municipal Area)	5.25	6.25	7.25	81.25
160 North York (Municipal Area)	5.25	6.25	7.25	81.25

Toronto City Council
Committee on Education
November, 1960

It is in order to ensure that the information provided is accurate and reliable, the following information is provided for your information. The information is provided for your information and is not intended to be used for any other purpose.

Information Provided

The following information is provided for your information and is not intended to be used for any other purpose. The information is provided for your information and is not intended to be used for any other purpose.

POPULATION BY AGE GROUPS: PERCENTAGE OF TOTAL POPULATION

1979 Census Report

(a) Some Areas of Recent Urban Development

<u>Neighbourhood and School</u>	Percent of Population by Age Groups			
	% Age 0-4	% Age 5-9	% Age 10-14	% Age 15-19
(i) Falkirk East - Ryckman's Corners	11.8%	10.1%	9.5%	10.7%
(ii) Fessenden - Holbrook at MacNab	12.7%	11.0%	8.0%	7.0%
(iii) Gilkson - R. A. Riddell	10.6%	14.8%	12.1%	8.4%
(iv) Gourlay - James MacDonald	12.3%	13.1%	10.6%	8.2%
(v) Quinndale - C. B. Stirling	13.4%	14.4%	10.5%	6.5%
(vi) Riverdale West - Lake Avenue	8.0%	7.5%	6.6%	7.2%
(vii) Riverdale East - Sir Isaac Brock	10.3%	11.7%	9.7%	9.5%
(viii) Red Hill - Red Hill	7.9%	10.7%	9.5%	9.2%
(ix) Vincent - Elizabeth Bagshaw	10.2%	12.6%	11.7%	9.4%
(x) Gilbert - Seneca	7.1%	11.3%	14.3%	13.1%

(b) Some Older Areas of the City

<u>Neighbourhood and School</u>	Percent of Population by Age Groups			
	% Age 0-4	% Age 5-9	% Age 10-14	% Age 15-19
(i) Durand - Central	1.7%	1.5%	1.8%	3.1%
(ii) Sunninghill - Highview	2.4%	3.4%	7.3%	12.2%
(iii) Corktown - Queen Victoria	3.0%	2.6%	2.7%	5.0%
(iv) Buchanan - Buchanan Park	2.7%	4.3%	8.3%	15.7%
(v) Kirkendall North - Allenby	5.0%	6.1%	6.5%	8.6%
(vi) Bartonville - Viscount Montgomery	3.6%	3.7%	4.5%	7.3%
(vii) Balfour - Norwood Park	2.9%	4.7%	7.8%	12.6%

(c) Totals

	Percent of Population by Age Groups			
	% Age 0-4	% Age 5-9	% Age 10-14	% Age 15-19
(i) Hamilton (Mountain Area)	6.1%	7.3%	8.4%	10.7%
(ii) Hamilton (Lower City)	5.6%	6.6%	7.3%	8.8%
(iii) Hamilton (TOTAL)	5.8%	6.9%	7.7%	9.5%

PERCENTAGE OF THE POPULATION AGES 5-13
 (the normal age of elementary school attendance)
 1979 Census Report

(a) Some Areas of Recent Urban Development

% Aged 5-13 of the Total Population

Falkirk East - Ryckman's Corners	17.6%
Fessenden - Holbrook at MacNab	17.3%
Gilkson - R. A. Riddell	24.3%
Gourlay - James MacDonald	21.5%
Quinndale - C. B. Stirling	23.1%
Riverdale West - Lake Avenue	12.5%
Riverdale East - Sir Isaac Brock	19.3%
Red Hill - Red Hill	18.2%
Vincent - Elizabeth Bagshaw	22.2%
Gilbert - Seneca	22.8%

(b) Some Older Areas of the City

% Aged 5-13 of the Total Population

Durand - Central	2.8%
Sunninghill - Highview	8.9%
Corktown - Queen Victoria	4.7%
Buchanan - Buchanan Park	10.1%
Kirkendall North - Allenby	11.1%
Bartonville - Viscount Montgomery	7.1%
Balfour - Norwood Park	10.3%

(c) Totals

% Aged 5-13 of the Total Population

Hamilton (Mountain Area)	13.8%
Hamilton (Lower City)	12.3%
Hamilton (TOTAL)	12.9%

Research Services Department
 Hamilton Board of Education
 November, 1980

PERCENTAGE BY THE POPULATION AGE 5-17
(The number of persons in each age group)
1975 Census figures

(a) Age Group of Persons Under 18

Age 5-17 of the total population

17.54	Female 5-17 - Female's Census
17.38	Female 5-17 - Female's Census
17.32	Female 5-17 - Female's Census
17.26	Female 5-17 - Female's Census
17.20	Female 5-17 - Female's Census
17.14	Female 5-17 - Female's Census
17.08	Female 5-17 - Female's Census
17.02	Female 5-17 - Female's Census
16.96	Female 5-17 - Female's Census
16.90	Female 5-17 - Female's Census
16.84	Female 5-17 - Female's Census
16.78	Female 5-17 - Female's Census
16.72	Female 5-17 - Female's Census
16.66	Female 5-17 - Female's Census
16.60	Female 5-17 - Female's Census

(b) Age Group of the City

Age 5-17 of the total population

17.54	Female 5-17 - Female's Census
17.38	Female 5-17 - Female's Census
17.32	Female 5-17 - Female's Census
17.26	Female 5-17 - Female's Census
17.20	Female 5-17 - Female's Census
17.14	Female 5-17 - Female's Census
17.08	Female 5-17 - Female's Census
17.02	Female 5-17 - Female's Census
16.96	Female 5-17 - Female's Census
16.90	Female 5-17 - Female's Census
16.84	Female 5-17 - Female's Census
16.78	Female 5-17 - Female's Census
16.72	Female 5-17 - Female's Census
16.66	Female 5-17 - Female's Census
16.60	Female 5-17 - Female's Census

Age 5-17 of the total population

17.54	Female 5-17 - Female's Census
17.38	Female 5-17 - Female's Census
17.32	Female 5-17 - Female's Census
17.26	Female 5-17 - Female's Census
17.20	Female 5-17 - Female's Census
17.14	Female 5-17 - Female's Census
17.08	Female 5-17 - Female's Census
17.02	Female 5-17 - Female's Census
16.96	Female 5-17 - Female's Census
16.90	Female 5-17 - Female's Census
16.84	Female 5-17 - Female's Census
16.78	Female 5-17 - Female's Census
16.72	Female 5-17 - Female's Census
16.66	Female 5-17 - Female's Census
16.60	Female 5-17 - Female's Census

Female 5-17 of the total population
1975 Census figures

ELEMENTARY SCHOOLS: AREAS OF CONCERN

Within the system there are, of course, two areas of chief concern, namely:

1. areas of high enrolment and the need for more accommodation, and
2. areas of low enrolment and surplus accommodation.

Table XI

<u>Areas of High Enrolment</u>		<u>Enrolment September, 1980</u>	<u>% of Operating Capacity</u>	<u>No. of Portables</u>
<u>School</u>	<u>Neighbourhood</u>			
C. B. Stirling	- Quinndale	669	152.7	9
James Macdonald	- Gourlay	482	135.0	5
Red Hill	- Red Hill	439	127.6	5
R. A. Riddell	- Gilkson	685	123.9	9
Comley	- Lawfield	169	121.7	1
Mountview	- Mountview	402	118.2	2
Richard Beasley	- Berrisfield	405	117.7	5
Seneca	- Gilbert	383	116.4	2

Table XII

<u>Areas of Low Enrolment</u>		<u>Enrolment September, 1980</u>	<u>% of Operating Capacity</u>
<u>School</u>	<u>Neighbourhood</u>		
Bell Cairn	- Beach Strip	88	14.4
Princess Elizabeth	- Ainslie Wood	87	38.2
Lloyd George	- McAnulty	204	40.5
Linden Park	- Hill Park	178	42.0
Sherwood Heights	- Sherwood	170	42.5
Queen Victoria	- Corktown	155	43.4
Highview	- Sunninghill	312	46.1
Stinson Street	- Stinson	232	46.7
Franklin Road	- Burkholme	271	48.1
Huntington Park	- Huntington	258	49.8

APPENDIX A: LIST OF PLANTS

These are the plants that are found in the area of the study.

Page 1

1. List of plants found in the area of the study.

2. List of plants found in the area of the study.

Plant Name	Family	Number of Plants	Number of Leaves	Number of Flowers
1. Plant A	Family A	100	1000	100
2. Plant B	Family B	100	1000	100
3. Plant C	Family C	100	1000	100
4. Plant D	Family D	100	1000	100
5. Plant E	Family E	100	1000	100
6. Plant F	Family F	100	1000	100
7. Plant G	Family G	100	1000	100
8. Plant H	Family H	100	1000	100
9. Plant I	Family I	100	1000	100
10. Plant J	Family J	100	1000	100

Plant Name	Family	Number of Plants	Number of Leaves	Number of Flowers
1. Plant K	Family K	100	1000	100
2. Plant L	Family L	100	1000	100
3. Plant M	Family M	100	1000	100
4. Plant N	Family N	100	1000	100
5. Plant O	Family O	100	1000	100
6. Plant P	Family P	100	1000	100
7. Plant Q	Family Q	100	1000	100
8. Plant R	Family R	100	1000	100
9. Plant S	Family S	100	1000	100
10. Plant T	Family T	100	1000	100

REVIEW AND CLOSURE1976 - 1980Schools Closed:

1 McIlwraith: June 1976
 11 Brantdale: June 1977
 111 Mohawk Trail: June 1977
 1V Ridge: June 1977
 V Onteora: June 1978
 VI Vincent Massey: June 1978
 VII Bartonville: June 1979
 VIII Binkley: June 1979
 1X Union: June 1980
 X Burkholder Drive: June 1980

Schools Reviewed and Kept Open:

1980 - Bell Cairn Memorial
 Sherwood Heights

 1979 -

 1978 - Princess Elizabeth

 1977 - Allenby
 Central Public
 Inverness
 Pauline Johnson
 Peace Memorial
 Ryckman's Corners
 Sir Isaac Brock
 Thornbrae

RECORDS AND CLIPPING

1972 - 1980

Exhibit 1 - 1972

1	Washington Post 12/18
2	Washington Post 12/17
3	Washington Post 12/17
4	Washington Post 12/17
5	Washington Post 12/17
6	Washington Post 12/17
7	Washington Post 12/17
8	Washington Post 12/17
9	Washington Post 12/17
10	Washington Post 12/17
11	Washington Post 12/17
12	Washington Post 12/17
13	Washington Post 12/17
14	Washington Post 12/17
15	Washington Post 12/17
16	Washington Post 12/17
17	Washington Post 12/17
18	Washington Post 12/17
19	Washington Post 12/17
20	Washington Post 12/17

Exhibit 2 - 1973

1973 - 1974

1975

1976 - 1977

1978 - 1979

1980 - 1981

1982 - 1983

1984 - 1985

1986 - 1987

1988 - 1989

1990 - 1991

1992 - 1993

Part C

ELEMENTARY

SCHOOLS

INDEX OF ELEMENTARY SCHOOLS

	<u>PAGE</u>		<u>PAGE</u>
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Bell Cairn Memorial	60	Mountview	39
Bennetto	53	Norwood Park	42
Buchanan Park	40	Parkdale	60
Cardinal Heights	43	Pauline Johnson	43
Cecil B. Stirling	50	Peace Memorial	46
Centennial	53	Prince of Wales	56
Central Public	52	Prince Philip	51
Chedoke	39	Princess Elizabeth	51
Comley	48	Queen Mary	67
Dalewood	51	Queen Victoria	54
Dr. J. Edgar Davey	54	Queensdale	42
Earl Kitchener	52	R. A. Riddell	41
Eastmount Park	44	Red Hill	65
Elizabeth Bagshaw	65	Richard Beasley	48
Fairfield	59	Ridgemount	43
Fernwood Park	49	Robert Land	53
Franklin Road	44	Rosedale	58
George L. Armstrong	44	Roxborough Park	60
George R. Allan	51	Ryckman's Corners	42
Gibson	56	Ryerson	52
Glen Brae	64	Seneca	39
Glen Echo	64	Sherwood Heights	46
Hampton Heights	49	Sir Isaac Brock	64
Hess Street	52	Stinson Street	54
Highview	46	Strathcona	52
Hillcrest	60	Thornbrae	48
Hillsdale	60	Tweedsmuir	54
Holbrook	39	Vern Ames	48
Huntington Park	49	Viscount Montgomery	58
Inverness	44	W. H. Ballard	59
James Macdonald	41	Wentworth Street	54
King George	56	West Avenue	54
Lake Avenue	66	Westview	40
Lawfield	48	Westwood	40
Linden Park	42	Woodward	60

HAMILTON ELEMENTARY SCHOOL BY GRADES 1980-1981* Schools with Special Education Class(es)JUNIOR SCHOOLS

* A. M. Cunningham	JK-5
* Allenby	JK-5
* Bell Cairn Memorial	JK-5
* Buchanan Park	JK-6
* Centennial	JK-5
Central	K-5
Comley	JK-5
* Dr. J. Edgar Davey	JK-5
Earl Kitchener	JK-5
Eastmount Park	JK-5
* Fairfield	JK-5
* Fernwood Park	JK-5
* Franklin Road	JK-5
* George R. Allan	JK-5
* Gibson	JK-6
* Glen Echo	JK-5
* Hess Street	JK-6
* Hillsdale	JK-5
* Holbrook	JK-6
* Huntington Park	JK-5
* Inverness	JK-5
* James MacDonald	JK-6
* King George	JK-6
* Linden Park	JK-5
* Lisgar	JK-5
* Lloyd George	JK-5
Mountview	JK-5

JUNIOR SCHOOLS

* Parkdale	JK-5
Pauline Johnson	JK-4
* Peace Memorial	JK-5
Prince Philip	JK-5
Princess Elizabeth	K-5
* Queensdale	JK-5
* Queen Victoria	JK-6
* Red Hill	JK-6
* Richard Beasley	JK-5
* Ridgemount	JK-5
* Robert Land	JK-6
* Rosedale	JK-5
* Roxborough Park	JK-5
Ryckman's Corners	JK-6
* Seneca	JK-6
Sherwood Heights	JK-5
Sir Isaac Brock	JK-5
Stinson Street	JK-5
* Strathcona	JK-6
* Thornbrae	K-5
Vern Ames	JK-5
* Wentworth Street	JK-6
* West Avenue	JK-5
* Westwood	JK-5
* Woodward	JK-5

SENIOR SCHOOLS

* Bennetto	6,7,8
Cardinal Heights	5-8
* Dalewood	6,7,8
G. L. Armstrong	6,7,8
Glen Brae	6,7,8
* Hampton Heights	6,7,8
* Hillcrest	6,7,8
Lawfield	6,7,8
Ryerson	6,7,8
* Tweedsmuir	6,7,8
Westview	6,7,8

ALL GRADE SCHOOLS

* Adelaide Hoodless	JK-8
* Cecil B. Stirling	JK-8
* Chedoke	K-8
* Elizabeth Bagshaw	JK-8
* Highview	2-8
* Lake Avenue	JK-8
* Memorial	JK-8
* Norwood Park	JK-8
* Prince of Wales	JK-8
* Queen Mary	JK-8
* R. A. Riddell	JK-8
* Viscount Montgomery	K-8
* W. H. Ballard	JK-8

JUNIOR SCHOOLS	52
SENIOR SCHOOLS	11
ALL GRADE SCHOOLS	13
TOTAL SCHOOLS	76

Research Services Department
Hamilton Board of Education
1980 09

September 30, 1980

	RATED CAPACITY	ENROLMENT SEPT. 30, 1980	ENROLMENT AS A % OF CAPACITY	ACCOMMODATION RANK 76 = Highest 1 = Lowest
A. M. CUNNINGHAM	310	240	77.4%	48
ADELAIDE HOODLESS	563	509	90.4%	61
ALLENBY	241	140	58.1%	17
BELL CAIRN MEMORIAL	613	88	14.4%	1
BENNETTO	336	292	86.9%	56
BUCHANAN PARK	312	196	62.8%	24
CARDINAL HEIGHTS	420	279	66.4%	29
CECIL B. STIRLING	441	669	152.7%	76
CENTENNIAL	742	505	68.1%	33
CENTRAL	140	109	77.9%	49
CHEDOKE	676	517	76.5%	46
COMLEY	140	169	121.7%	72
DALEWOOD	448	403	90.0%	59
DR. J. EDGAR DAVEY	470	258	54.9%	12
EARL KITCHENER	508	438	86.2%	55
EASTMOUNT PARK	409	257	62.8%	24
ELIZABETH BAGSHAW	1582	1350	85.3%	54
FAIRFIELD	297	197	66.3%	28
FERNWOOD PARK	316	238	75.3%	41
FRANKLIN ROAD	563	271	48.1%	9
GEORGE L. ARMSTRONG	448	338	75.4%	42
GEORGE R. ALLAN	469	336	71.6%	36
GIBSON	447	271	60.6%	20
GLEN BRAE	420	272	64.8%	27
GLEN ECHO	409	247	60.4%	18
HAMPTON HEIGHTS	486	398	81.9%	52
HESS STREET	570	316	55.4%	14
HIGHVIEW	677	312	46.1%	7
HILLCREST	629	389	61.8%	23
HILLSDALE	518	329	63.5%	26
HOLBROOK	385	338	73.0%	38
HUNTINGTON PARK	518	258	49.8%	10
INVERNESS	321	290	90.3%	60
JAMES MACDONALD	357	482	135.0%	75
KING GEORGE	408	302	74.0%	40
LAKE AVENUE	693	622	89.8%	58
LAWFIELD	476	442	92.9%	63
LINDEN PARK	424	178	42.0%	4
LISGAR	361	338	93.6%	64
LLOYD GEORGE	504	204	40.5%	3
MEMORIAL	749	612	81.7%	51
MOUNTVIEW	340	402	118.2%	71
NORWOOD PARK	605	368	60.8%	21
PARKDALE	366	256	69.9%	35
PAULINE JOHNSON	350	234	66.9%	30
PEACE MEMORIAL	521	262	50.3%	11
PRINCE OF WALES	755	569	75.4%	42
PRINCE PHILIP	312	296	94.9%	65
PRINCESS ELIZABETH	228	87	38.2%	2

	RATED CAPACITY	ENROLMENT SEPT. 30, 1980	ENROLMENT AS A % OF CAPACITY	ACCOMMODATION RANK 76 = Highest 1 = Lowest
QUEEN MARY	858	662	77.2%	47
QUEENSDALE	292	213	72.9%	37
QUEEN VICTORIA	357	155	43.4%	6
R. A. RIDDELL	553	685	123.9%	73
RED HILL	344	439	127.6%	74
RICHARD BEASLEY	344	405	117.7%	70
RIDGEMOUNT	340	188	55.3%	13
ROBERT LAND	486	355	73.0%	38
ROSEDALE	297	165	55.6%	15
ROXBOROUGH PARK	454	307	67.6%	31
RYCKMAN'S CORNERS	200	183	91.5%	62
RYERSON	422	373	88.4%	57
SENECA	329	383	116.4%	69
SHERWOOD HEIGHTS	400	170	42.5%	5
SIR ISAAC BROCK	344	334	97.1%	67
STINSON STREET	497	232	46.7%	8
STRATHCONA	448	271	60.5%	19
THORNBRAE	266	154	57.9%	16
TWEEDSMUIR	448	352	78.6%	50
VERN AMES	329	202	61.4%	22
VISCOUNT MONTGOMERY	620	420	67.7%	32
W. H. BALLARD	958	731	76.3%	45
WENTWORTH STREET	398	303	76.2%	44
WEST AVENUE	256	176	68.8%	34
WESTVIEW	392	383	97.7%	68
WESTWOOD	469	388	82.7%	53
WOODWARD	241	232	96.3%	66
TOTALS - 76 SCHOOLS	34,615	25,859	74.3%	-

Research Services Department
Hamilton Board of Education
1980 10 09

SCHOOLS	ENROLMENT			% of Op.Cap. '80 Enr of Cap.	CLASSROOMS						PORTABLES			
	Sept. 1978	Sept. 1979	Sept. 1980	Educ. Oper. Cap.	Total in School	Full Time	Aux. Tch.	Adult Day Class.	Out- side Purp.	Empty & Stor.	Tch.	Aux. & Other	Empty	Total
NORWOOD PARK (JK-8)	411	381	368	605	22	21	1							
LINDEN PARK (JK-5)	181	169	178	424	15	8	2		5					
QUEENSDALE (JK-5)	233	193	213	292	13	12	1							
RYCKMAN'S CORNERS (JK-6)	125	102	183	200	7	7								
T O T A L	950	845	942	1521	57	48	4		5					
CARDINAL HEIGHTS (5-8)	287	280	279	420	15	14	1							
PAULINE JOHNSON (JK-4)	196	185	234	350	14	8	4	1	1					
RIDGEMOUNT (JK-5)	208	201	188	340	12	7	1	2	2					
T O T A L	691	666	701	1110	41	29	6	3	3					
GEORGE L. ARMSTRONG (6-8)	303	273	338	448	17	17								
INVERNESS (JK-5)	217	212	290	321	12/1B	11/1B	1							
EASTMOUNT PARK (JK-5)	235	233	257	409	15	9	2	2	2					
FRANKLIN ROAD (JK-5)	320	294	271	563	22	13	5	4						
T O T A L	1075	1012	1156	1741	66/1B	50/1B	8	6	2					30.

SEPTEMBER STATISTICS

1980-1981

ENROLMENT AND CLASSROOMS

MOUNTAIN SCHOOLS
-continued-

SCHOOLS	ENROLMENT					CLASSROOMS						PORTABLES			
	Sept. 1978	Sept. 1979	Sept. 1980	Educ. Oper. Cap.	% of Op.Cap. '80 Enr of Cap.	Total in School	Full Time	Aux. Tch.	Adult Day Class.	Out- side Purp.	Empty & Stor.	Tch.	Aux. & Other	Empty	Total
HIGHVIEW (2-8)	387	356	312	677	46.1%	25	18	3			4				
PEACE MEMORIAL (JK-5)	238	225	262	521	50.3%	12/8B	8/1B	2	2/2B	/5B					
*SHERWOOD HEIGHTS (JK-5)	175	163	170	400	42.5%	14	7	5	2						
T O T A L	800	744	744	1598		51/8B	33/1B	10	4/2B	/5B	4				
LAWFIELD (6-8)	364	420	442	476	92.9%	17	16½	½							1
COMLEY (JK-5)	114	117	169	140	121.7%	6	6						1		5
*RICHARD BEASLEY (JK-5)	426	387	405	344	117.7%	12	11	1				4	1		
THORNBRAE (K-5)	133	169	154	266	57.9%	11	7	4							
*VERN AMES (JK-5)	197	194	202	329	61.4%	12	8	4							
T O T A L	1234	1287	1372	1555		58	48½	9½				4	2		6
HAMPTON HEIGHTS (6-8)	424	364	398	486	81.9%	22	19	2			1				
FERNWOOD PARK (JK-5)	252	238	238	316	75.3%	11	10	1							
HUNTINGTON PARK (JK-5)	285	244	258	518	49.8%	20	10	4	1	4	1				
LISGAR (JK-5)	333	345	338	361	93.6%	17	15	1			1				
T O T A L	1294	1191	1232	1681		70	54	8	1	4	3				31.

SCHOOLS	ENROLMENT					CLASSROOMS						PORTABLES			
	Sept. 1978	Sept. 1979	Sept. 1980	Educ. Oper. Cap.	% of Op.Cap. '80 Enr of Cap.	Total in School	Full Time	Aux. Tch.	Adult Day Class.	Out- side Purp.	Empty & Stor.	Tch.	Aux. & Other	Empty	Total
*CECIL B. STIRLING (JK-8)	671	542	669	441	152.7%	17	17					8	1		9
TOTAL															
TOTAL	10498	10119	10715	13460		506 /9B	411 /2B	58	16 /2B	14 /5B	7	27	9	0	36
MOUNTAIN															
SCHOOLS															

SEPTEMBER STATISTICS

1980-1981

ENROLMENT AND CLASSROOMS

BELW MOUNTAIN

[illegible]

1980-1981

ENROLMENT AND CLASSROOMS

Below Mountain
Continued

REL-Cont'd

SCHOOLS	ENROLLMENT			Educ. Oper. Cap.	% of Op.Cap. '80 Enr of Cap.	CLASSROOMS							PORTABLES			
	Sept. 1978	Sept. 1979	Sept. 1980			Total in School	Full Time	Aux. Tch.	Adult Day Class.	Out- side Purp.	Empty & Stor.	Tch.	Aux. & Other	Empty	Total	
PRINCE OF WALES (JK-8)	524	519	569	755	75.4%	31	30	1								
KING GEORGE (JK-6)	281	252	302	408	74.0%	17	13	4								
GIBSON (JK-6)	356	350	271	447	60.6%	18/2B	13	5/1B					/1B			
T O T A L	1161	1121	1142	1610		66/2B	56	10/1B					/1B			
MEMORIAL (JK-8)	576	599	612	749	81.7%	27	27									
A. M. CUNNINGHAM (JK-5)	225	210	240	310	77.4%	13	12	1								
T O T A L	801	809	852	1059		40	39	1								
VISCOUNT MONTGOMERY (K-8)	398	417	420	620	67.7%	21	16	5								
ROSEDALE (JK-5)	142	156	165	297	55.6%	11	7	3					1			
T O T A L	540	573	585	917		32	23	8					1			
W. H. BALLARD (JK-8)	791	747	731	958	76.3%	35	30	4					1			
FAIRFIELD (JK-5)	201	205	197	297	66.3%	9/1B	7		1	1			/1B			
T O T A L	992	952	928	1255		44/1B	37	4	1	1			1/1B			35.

Date	Time	Lat	Long	Alt	Wind	Sea	Weather	Remarks	Observer	Ship	No.	Page
1901-10-01	08:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	09:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	10:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	11:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	12:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	13:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	14:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	15:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	16:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	17:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	18:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	19:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	20:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	21:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	22:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000
1901-10-01	23:00	10° 10' N	159° 10' W	1000	1000	1000	1000	1000	1000	1000	1000	1000

1901-10-01

1901-10-01

1901-10-01

SEPTEMBER STATISTICS

1980-1981

ENROLMENT AND CLASSROOMS

SCHOOLS	ENROLMENT			CLASSROOMS				PORTABLES							
	Sept. 1978	Sept. 1979	Sept. 1980	Educ. Oper. Cap.	% of Op.Cap. '80 Enr of Cap.	Total in School	Full Time	Aux. Tch.	Adult Day Class.	Out- side Purp.	Empty & Stor.	Tch.	Aux. & Other	Empty	Total
HILLCREST (6-8)	437	411	389	629	61.8%	23/1B	20	2/1B		1			1		1
*HILLSDALE (JK-5)	320	321	329	518	63.5%	19	14	5							
PARKDALE (JK-5)	215	231	256	366	69.9%	16	10	3	3						
*ROXBOROUGH PARK (JK-5)	309	300	307	454	67.6%	17	12	5							
WOODWARD (JK-5)	241	214	232	241	96.3%	9	9					1		1	2
*BELL CAIRN MEMORIAL (JK-5)	219	111	88	613	14.4%	22/1B	4	6	1	2	9/1B				
T O T A L	1741	1588	1601	2821		106/2B	69	21/1B	4	3	9/1B	1	1	1	3
GLEN BRAE (6-8)	312	308	272	420	64.8%	17	16	1							
GLEN ECHO (JK-5)	261	251	247	409	60.4%	15	9	4		1	1				
*SIR ISAAC BROCK (JK-5)	111	283	334	344	97.1%	12	11	1							
T O T A L	684	842	853	1173		44	36	6		1	1				
ELIZABETH BAGSHAW (JK-8)	1309	1332	1350	1582	85.3%	57	55	1			1				36.
RED HILL (JK-6)	432	427	439	344	127.6%	11	11					4	1		5
T O T A L	1741	1759	1789	1926		68	66	1			1	4	1		5

Continued
BELOW MOUNTAIN

SEPTEMBER STATISTICS

1980-1981

ENROLMENT AND CLASSROOMS

SCHOOLS	ENROLMENT			% of Op.Cap. '80 Enr. of Cap.		CLASSROOMS						PORTABLES			
	Sept. 1978	Sept. 1979	Sept. 1980	Educ. Oper. Cap.		Total in School	Full Time	Aux. Tch.	Adult Day Class.	Out-side Purp.	Empty & Stor.	Tch.	Aux. & Other	Empty	Total
*LAKE AVENUE (JK-8)	829	590	622	693	89.8%	27	25	2				3	1		4
T O T A L															
QUEEN MARY (JK-8)	606	686	662	858	77.2%	32/2B	30/2B	1		1					
LLOYD GEORGE (JK-5)	332	214	204	504	40.5%	17	8	4			5				
T O T A L	938	900	866	1362		49/2B	38/2B	5		1	5				
TOTAL BELOW MOUNTAIN	15915	15153	15144	21155		780 /18B	646 /3B	89 /5B	8 /3B	15 /2B	22 /5B	10	5	1	16
TOTAL MOUNTAIN	10840	10379	10715	13460		506 /9B	411 /2B	58	16 /2B	14 /5B	7	27	9	0	36
C I T Y T O T A L	26755	25532	25859	34615		1286 /27B	1057 /5B	147 /5B	24 /5B	29 /7B	29 /5B	37	14	1	52

1980-1981

Junior Schools 52
 Senior Schools 11
 All Grade Schools 13
76

Holbrook 338
 MacNab 105
 C.P.C. 20
463

* Schools with
 BIG ROOMS (15)

BELOW MOUNTAIN
 -Continued
 & SUMMARY

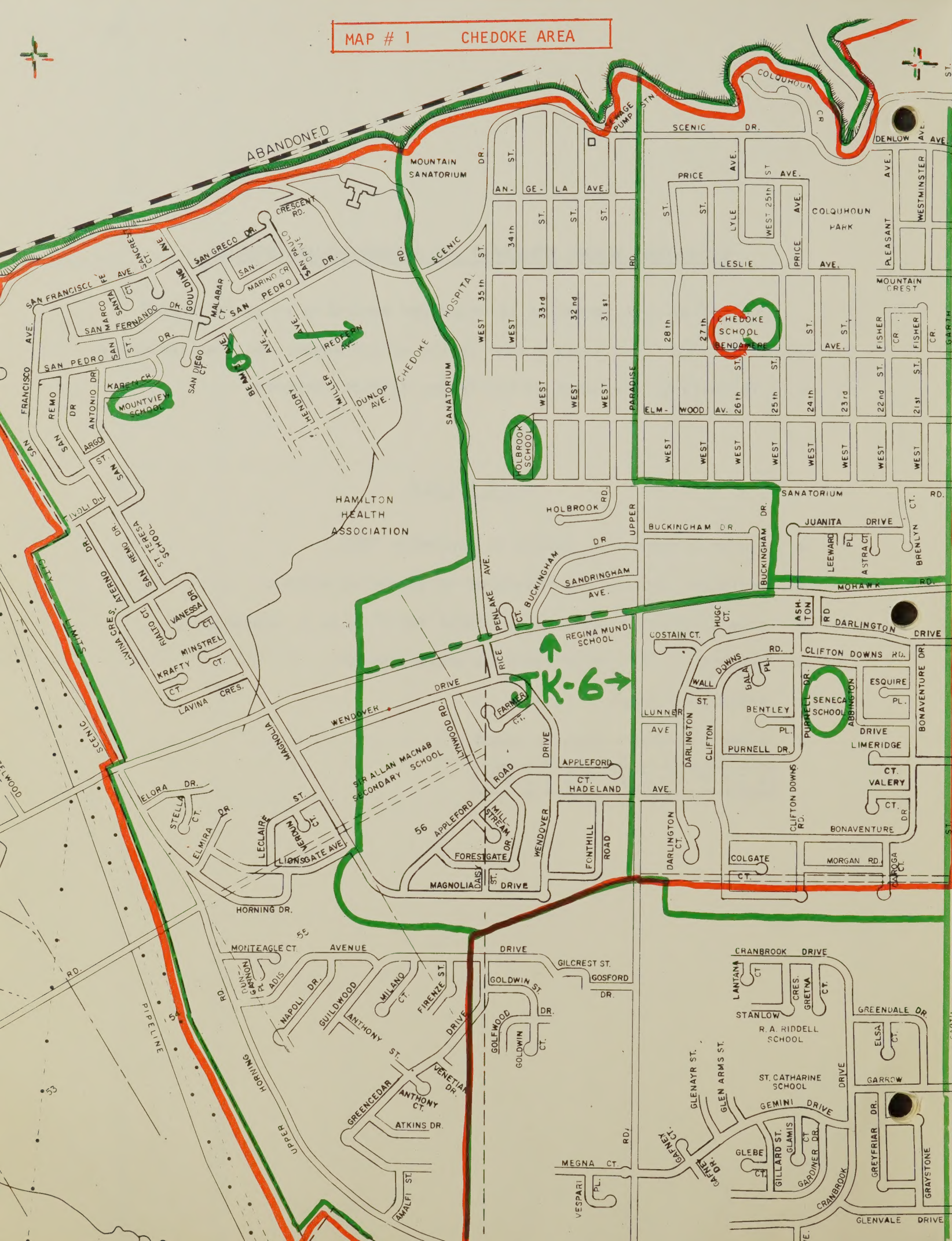
ELEMENTARY SCHOOL ENROLMENT AND ACCOMMODATION OVERVIEW

The following information is organized according to senior school districts. The first named school is the senior school for that community. It is followed by the names of its feeder (junior) schools.

L E G E N D

- ▲ Junior Kindergarten opened in September 1980.
- * addition incurred by closure of neighbouring school.
- + some classes housed outside school building (i.e. portables).
- # grade 6, 7, 8 transferred to a senior school.
- X boundary changed.
- f French Immersion program added

R E C O M M E N D A T I O N S



#1

CH E D O K E

Holbrook, Mountview, Seneca

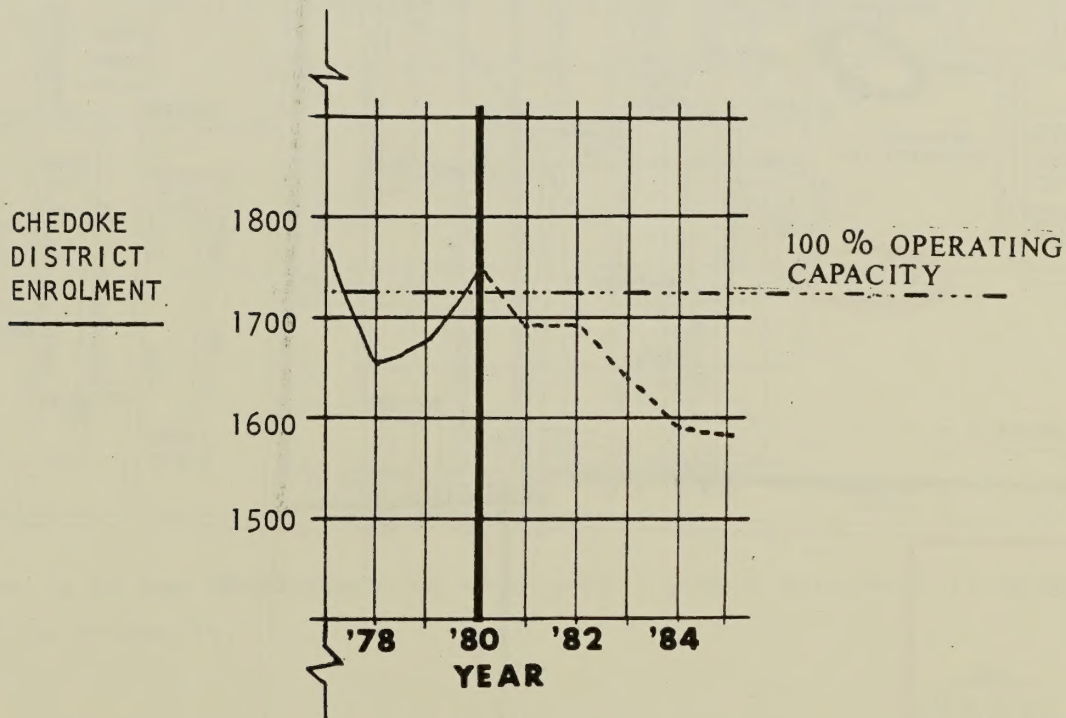
SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
Chedoke (K-8)	676	572	549	497	517#	523	567	516	510	490
▲ Holbrook (JK-6)	385	403	386	413	463	445	434	457	466	471
+ ▲ Mountview (JK-5)	340	314	319	389	402	384	395	398	384	384
+ Seneca (JK-6)	329	480	402	379	383	345	299	279	241	236
	1730	1769	1656	1678	1765	1697	1695	1650	1601	1581

Mountview's grade 6's transferred to Chedoke, 1980.

Holbrook includes:

- classes in building 338
- classes (K-3) at MacNab 105
- 3 classes (Spec. Ed.) at C.P. Centre 20

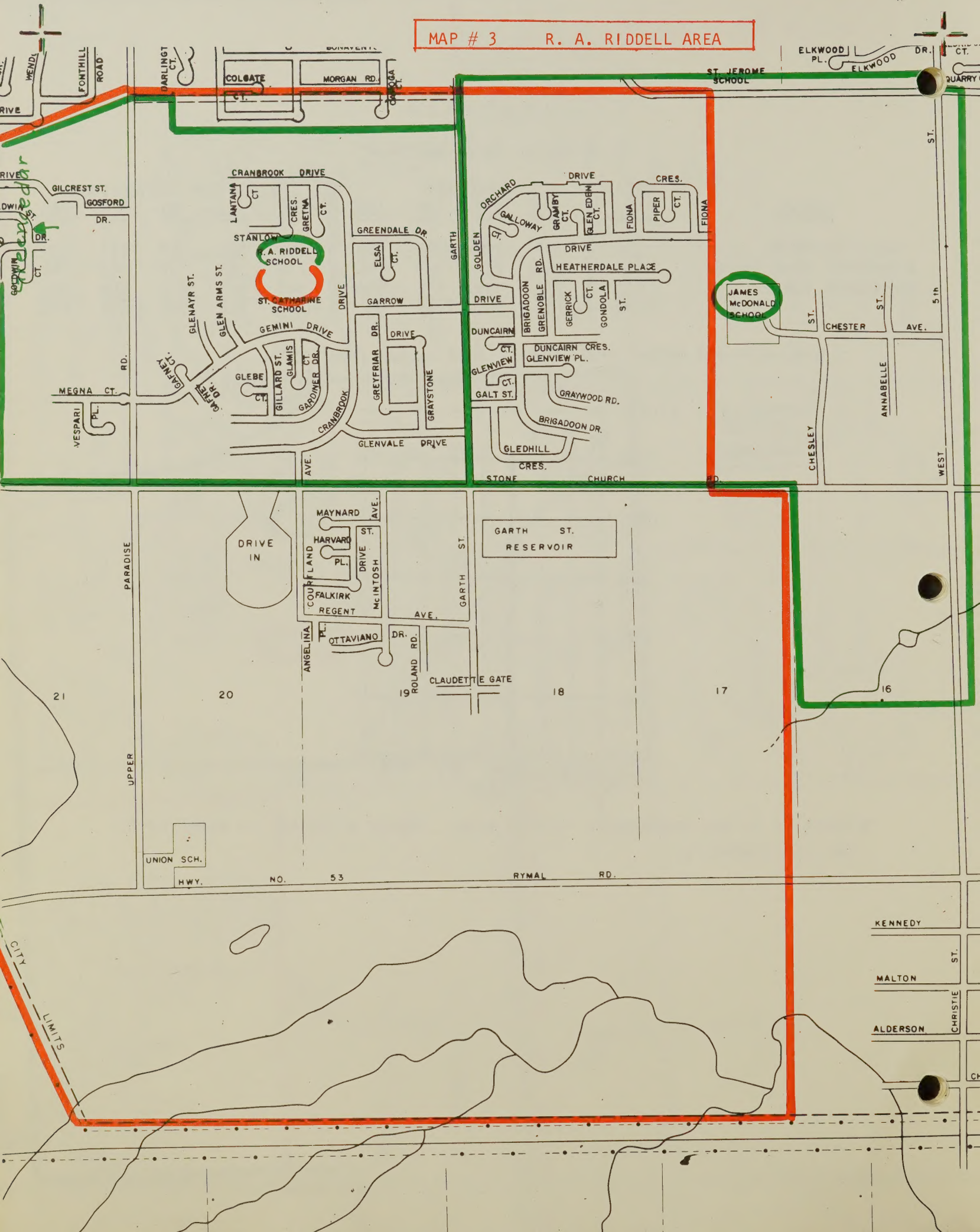
463



- The area south of Mohawk Road (Fessenden and Gurnett Neighbourhood) is still developing. This will continue to have a positive effect on the number of school-aged children in this community.

MAP # 3

R. A. RIDDELL AREA



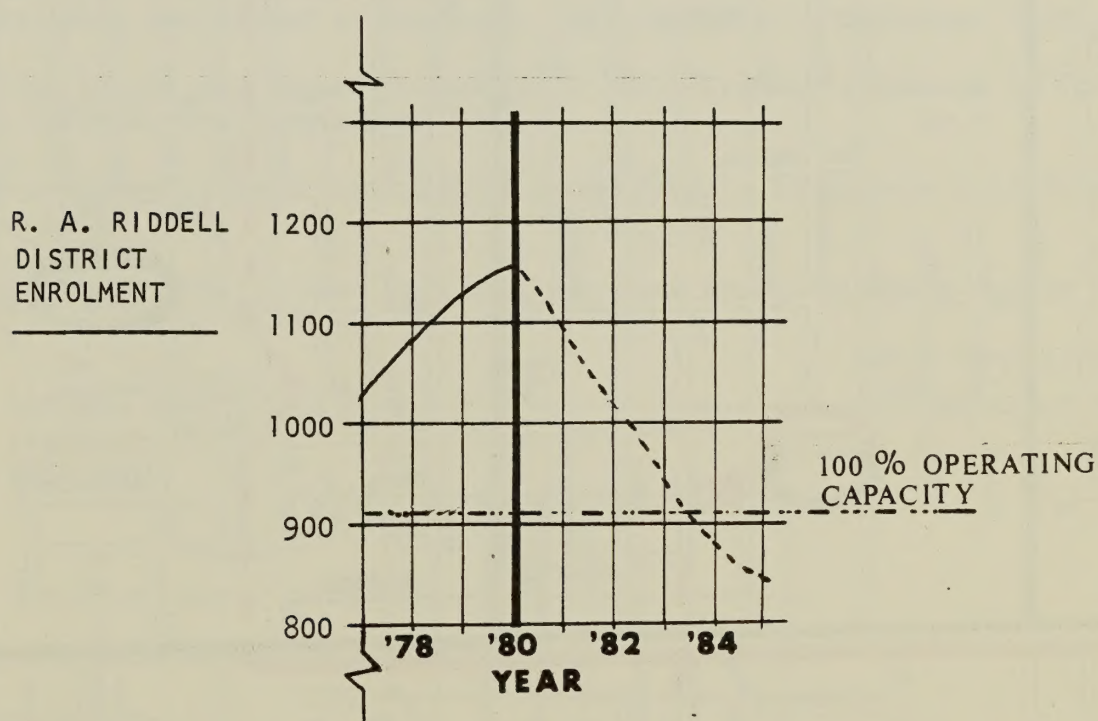
#3

R. A. R I D D E L L

James MacDonald

SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
+ ▲ R. A. Riddell (JK-8)	553	600	648	688	685	624	588	533	500	490
+ ▲ James MacDonald (JK-6)	357	425	438	447	482	467	433	398	384	375
	910	1025	1086	1135	1167	1091	1021	931	884	865

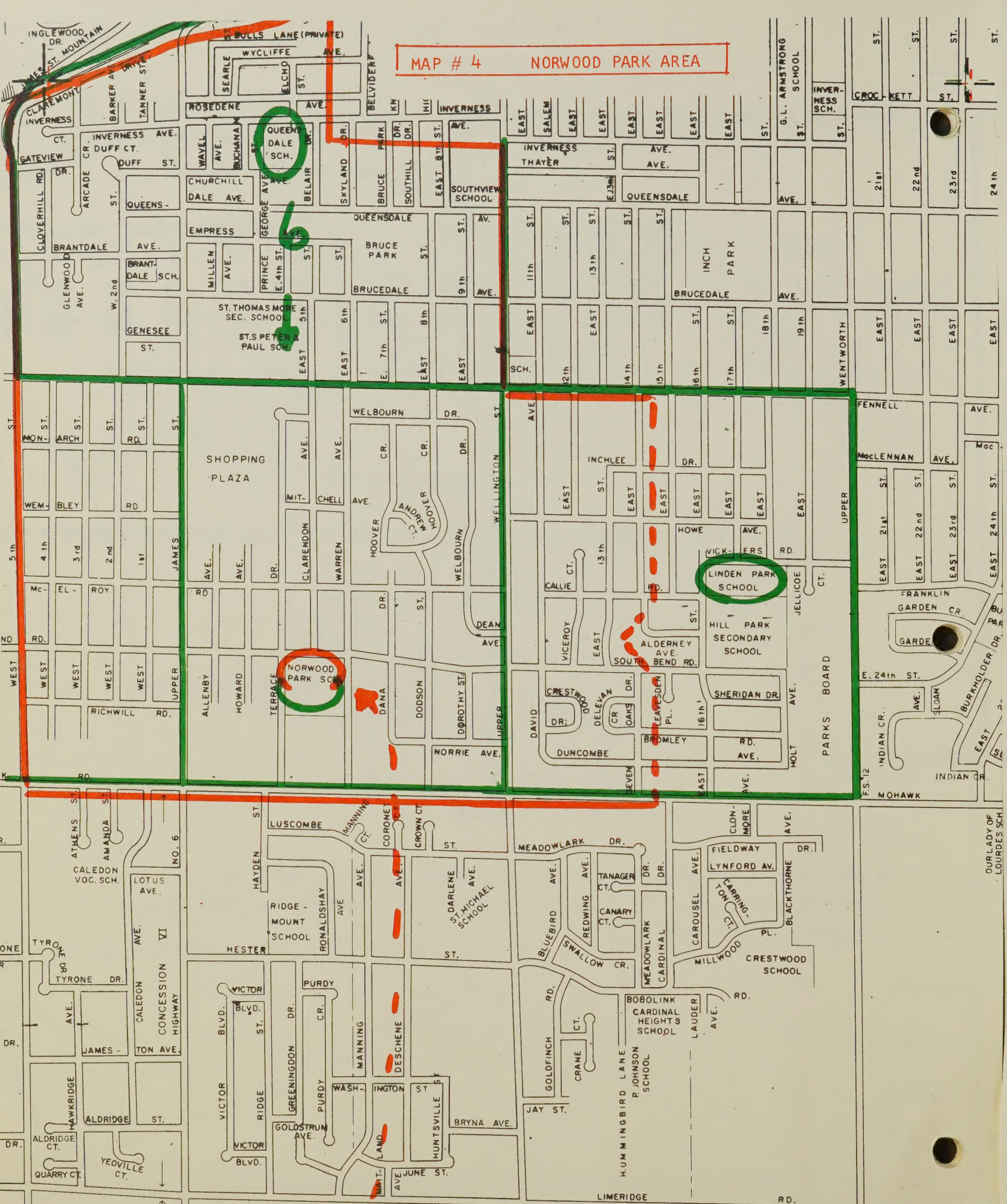
Union School closed September 1980; all Junior school students to Ryckman's Corners.



- Now that the proposed Mountain Freeway appears to be a 1985⁺ reality, consideration should be given to its effect on enrolments, student access, school boundaries, etc.

MAP # 4

NORWOOD PARK AREA



7+8 From Ryckman's

#4

NORWOOD PARK

Linden Park, Queensdale, Ryckman's Corners

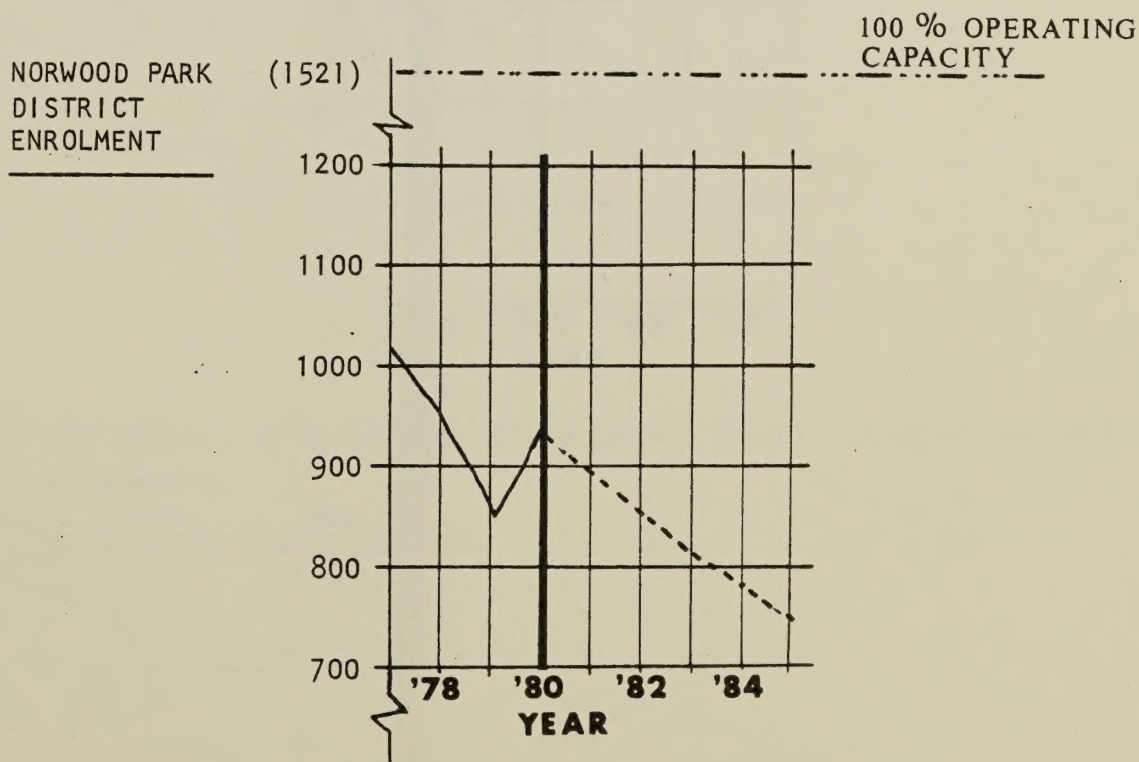
SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS.				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
▲ Norwood Park (JK-8)	605	465	411	381**	368	363	333	332	305	284
▲ Linden Park (JK-5)	424	196	181	169	178	143■	149	144	147	149
▲ Queensdale (JK-5)	292	209*	233	193	213	204	188	172	178	179
▲ Ryckman's Corners (JK-6)	200	156	125	102	183***	185	183	167	146	141
	1521	1026	950	845	942	895	853	815	776	753

* Brantdale was closed in September 1977; Onteora in September 1978.

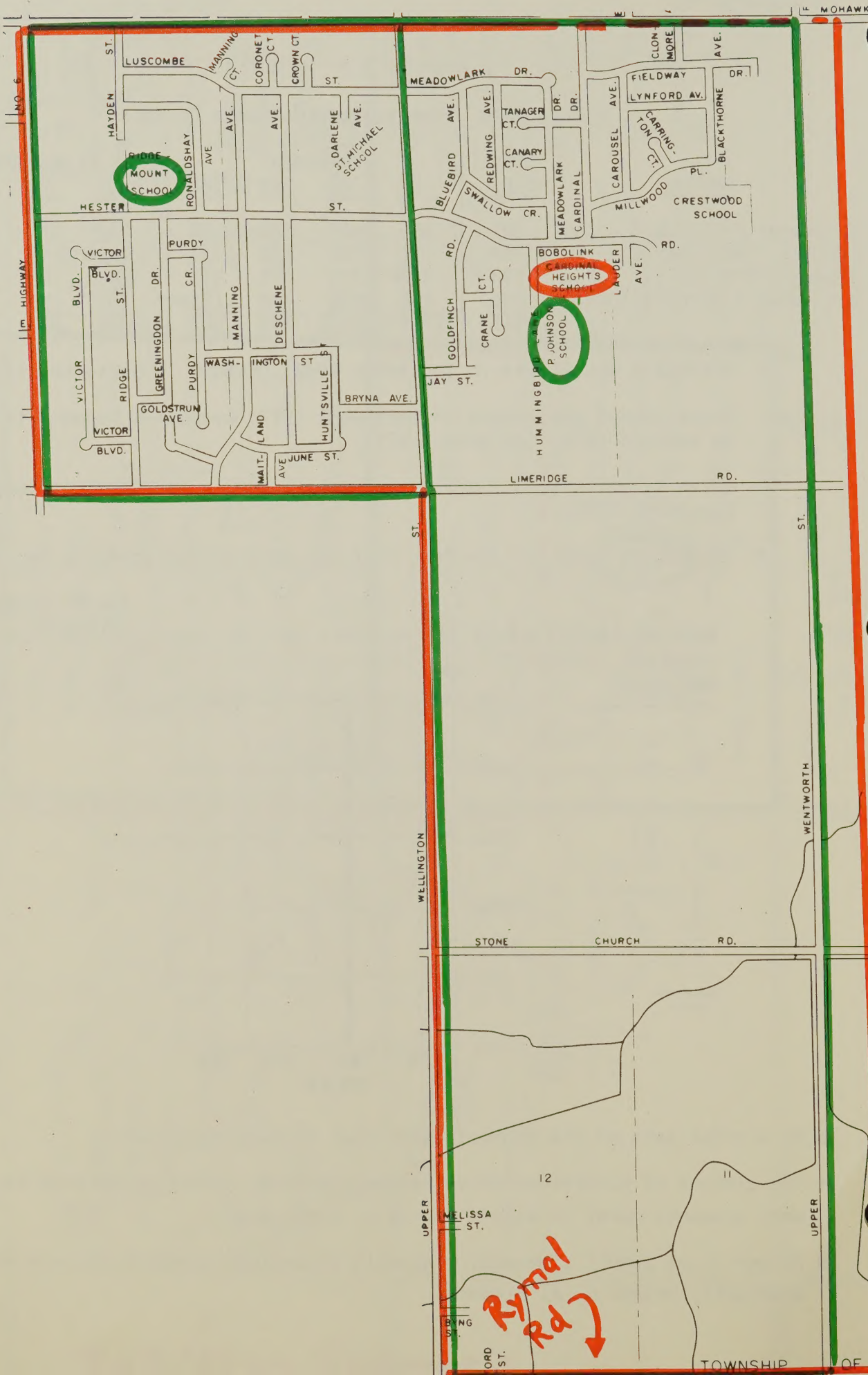
** Ridge School was closed in September 1977; Ryckman's Corners (Grade 7-8) to Norwood Park, September 1979.

*** Union School closed - all Junior School pupils to Ryckman's Corners in September 1980.

■ It appears that Linden Park will not have enough students for JK in 1981.



- This older part of the mountain continues to decline steadily.
- The closure of Burkholder Drive had only minimal effect on Norwood Park, as most students opted to attend George L. Armstrong.
- Former Union School students, presently attending Ryckman's Corners will eventually attend R. A. Riddell.



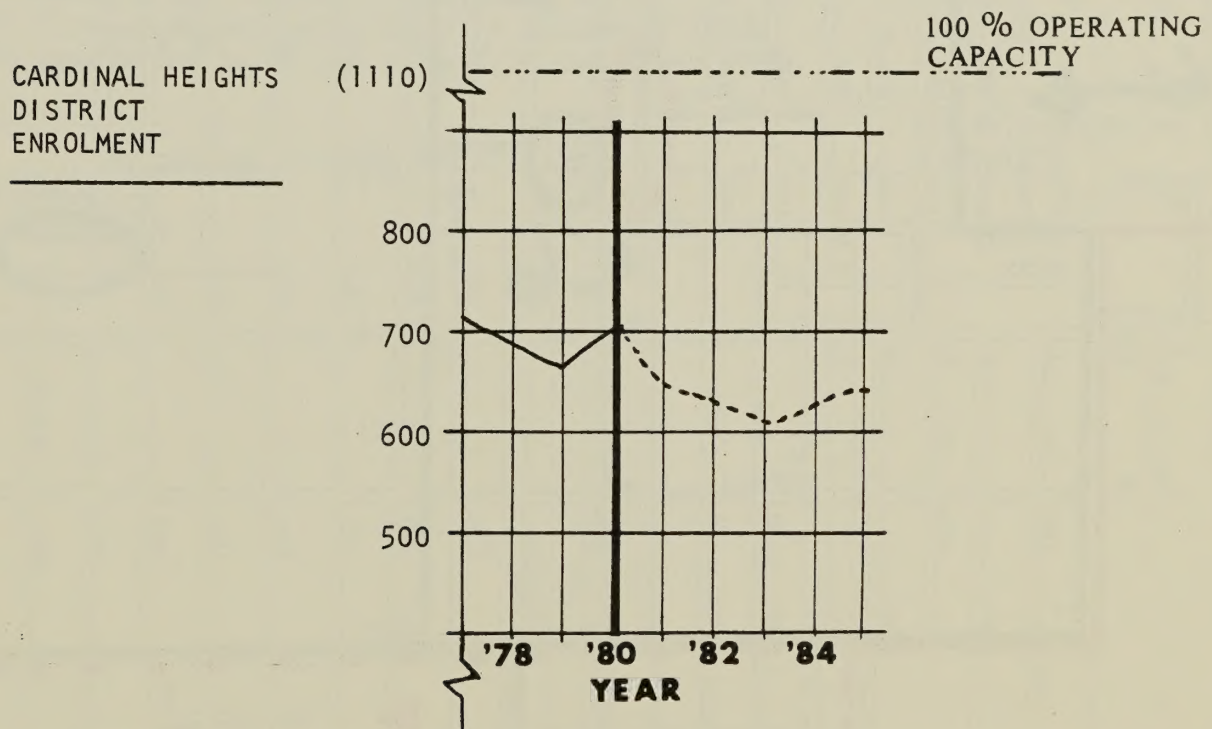
#5

C A R D I N A L H E I G H T S

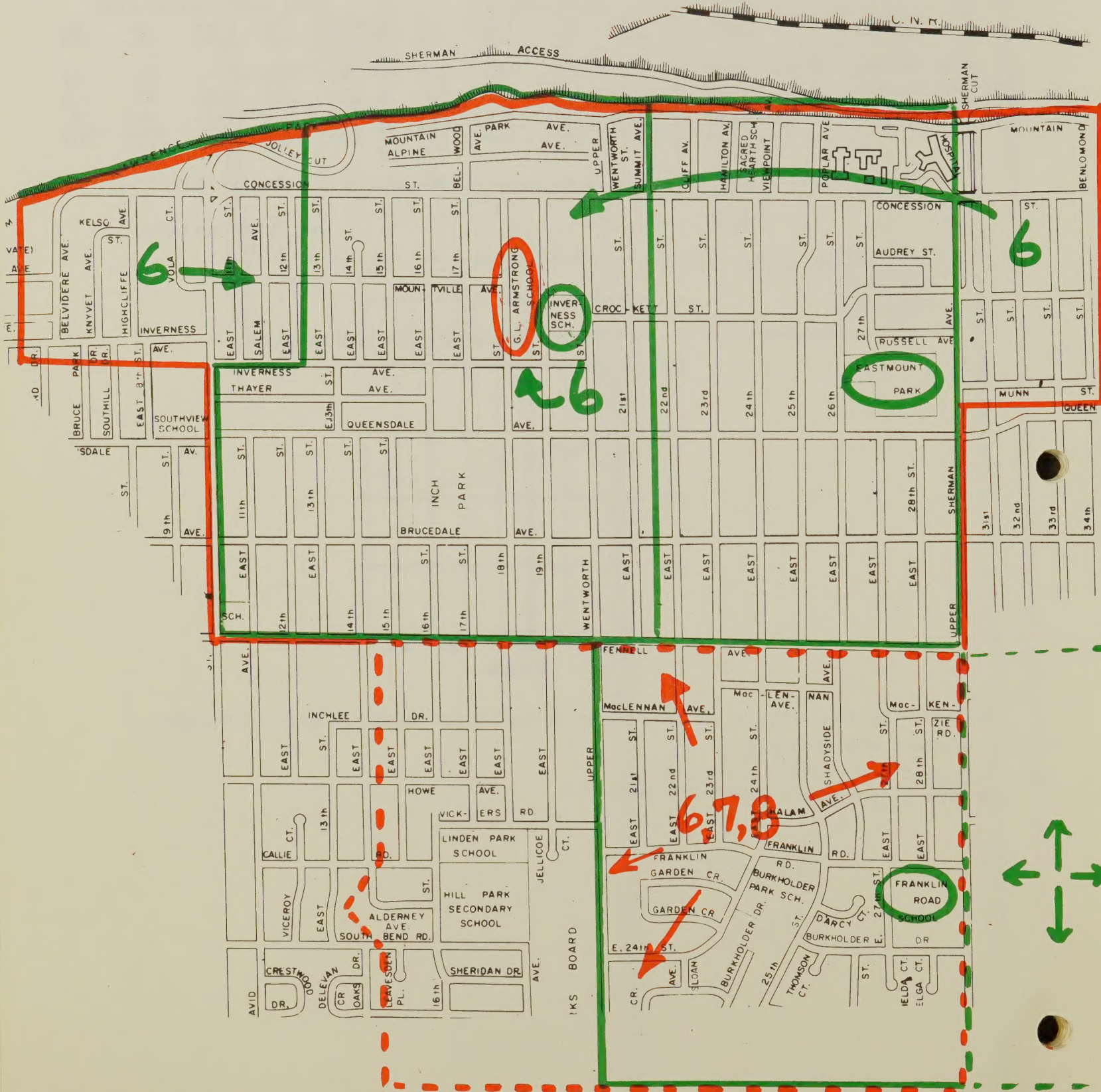
Pauline Johnson, Ridgemount

<u>SCHOOL</u>	<u>OPER. CAP.</u>	<u>ENROLMENT</u>				<u>FIVE YEAR PROJECTIONS</u>				
		<u>'77</u>	<u>'78</u>	<u>'79</u>	<u>'80</u>	<u>'81</u>	<u>'82</u>	<u>'83</u>	<u>'84</u>	<u>'85</u>
Cardinal Heights (5-8)	420	325	287	280	279	225	230	216	217	217
Pauline Johnson (JK-4)	350	179 ^f	196	185	234	261	263	256	267	273
Ridgemount (JK-5)	340	206	208	201	188	168	143	133	148	151
	<u>1110</u>	<u>710</u>	<u>691</u>	<u>666</u>	<u>701</u>	<u>654</u>	<u>636</u>	<u>605</u>	<u>632</u>	<u>641</u>

f. French Immersion was established at Pauline Johnson in September 1977 (K-3).



- Even with the closure of Burkholder Drive Senior School, Cardinal Heights numbers are dropping.
- Note Ridgemount's declining numbers.



#6

G E O R G E L. A R M S T R O N G

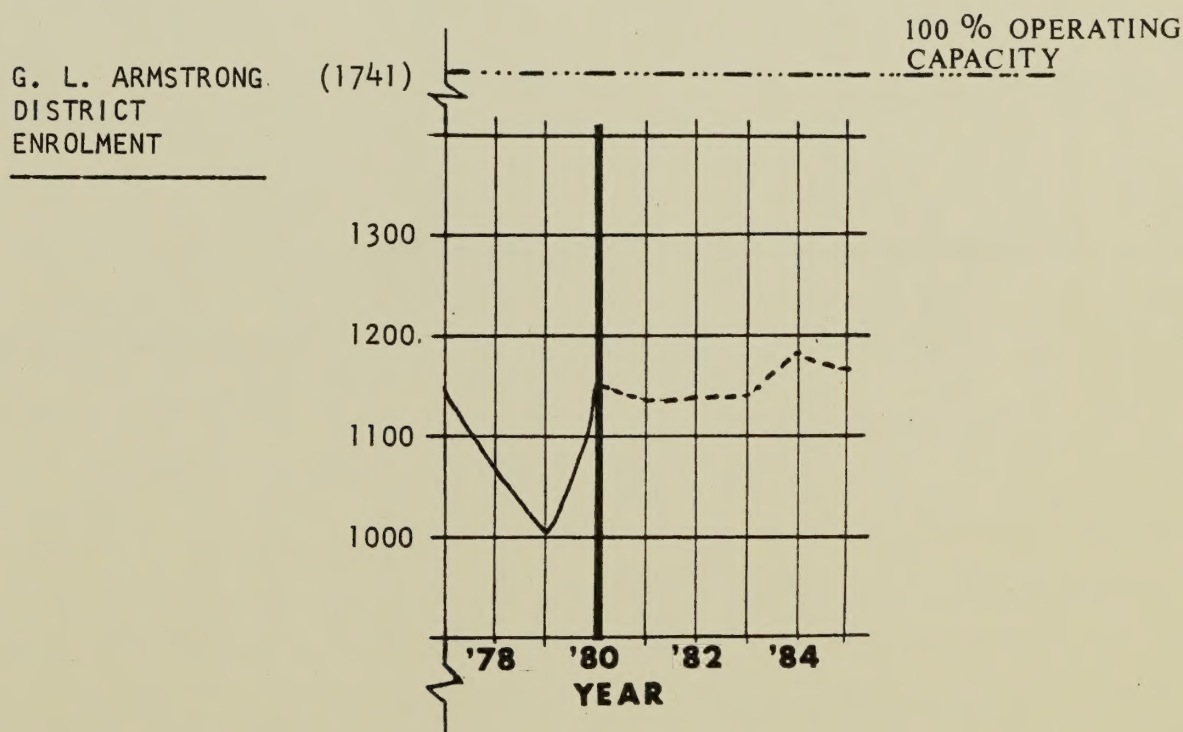
Eastmount Park, Inverness, Franklin Road

SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
G. L. Armstrong (6-8)	448	358	303	273	338***	328	328	343	341	330
▲ Eastmount Park (JK-5)	409	239	235	233	257	250	245	250	247	243
▲ Inverness (JK-5)	321	188	217*	212	290	308	317	326	344	349
Franklin Road (JK-5)	563	366	320**	294	271	252	256	240	253	253
	<u>1741</u>	<u>1151</u>	<u>1075</u>	<u>1012</u>	<u>1156</u>	<u>1138</u>	<u>1146</u>	<u>1159</u>	<u>1185</u>	<u>1175</u>

* Onteora was closed in September 1978.

** Vincent Massey was closed in September 1978.

*** Burkholder Drive was closed in September 1980.

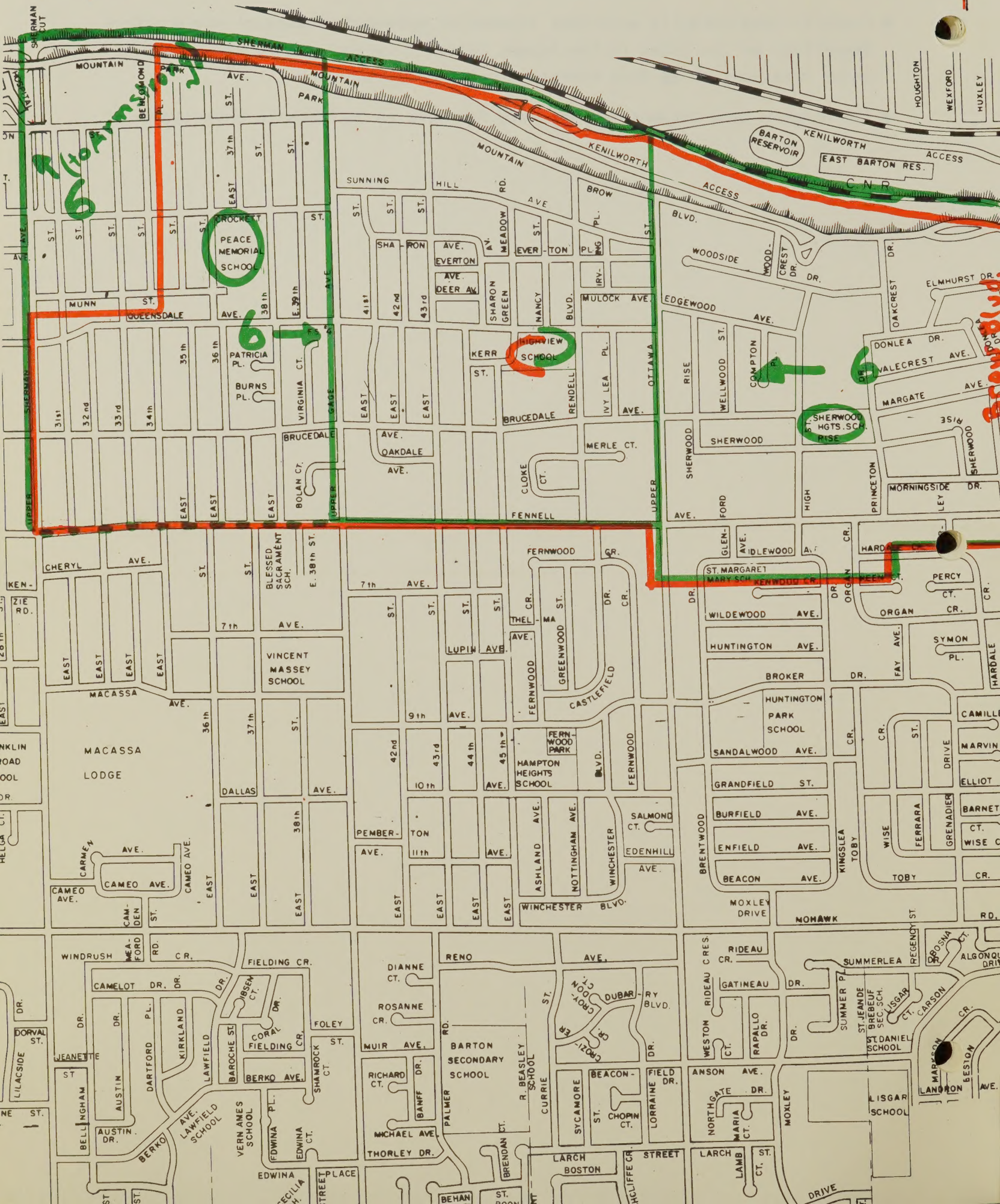


- With the closure of Burkholder Drive Senior School, George L. Armstrong increased its September enrolment by sixty-five students.
- Inverness School's numbers are up because of the introduction of Junior Kindergarten and special education classes to this school.
- Inverness School's gymnasium needs to be enlarged or a double portable or field house should be provided.

Reasons: - present basement facility is inadequate structurally.
 - numbers require more space for physical education programs.

- Franklin Road School's enrolment dropped as expected because of the previous demolition of the homes in the Mohawk Garden's Survey. About six homes are under construction as this report is being prepared.
- The Ontario Land Corporation has lots for sale to builders in this community.

MAP # 7 HIGHVIEW AREA

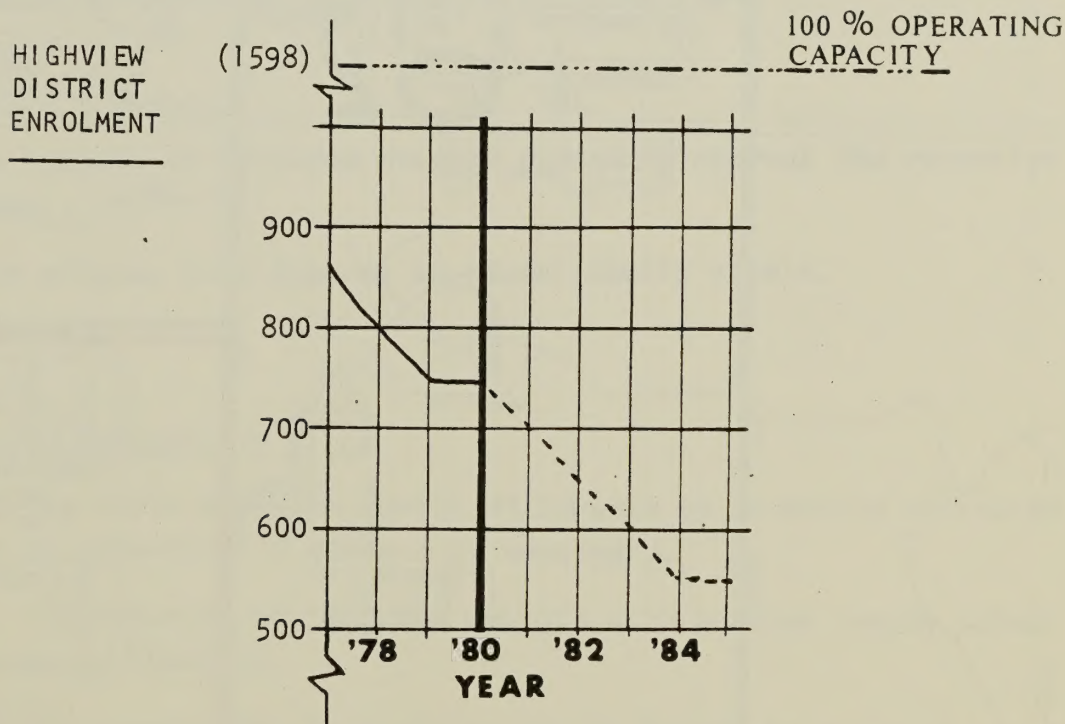


#7

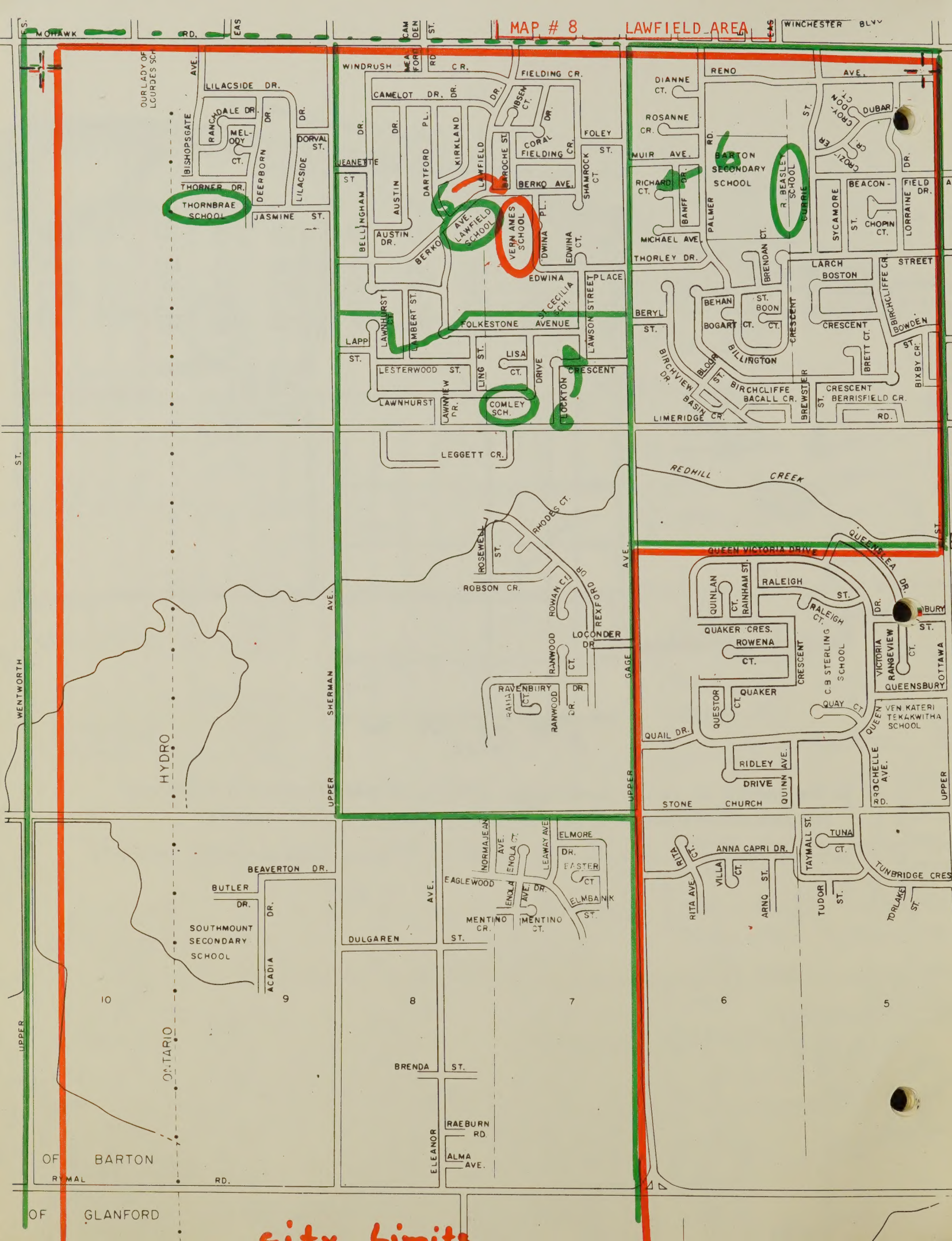
H I G H V I E W

Peace Memorial, Sherwood Heights

<u>SCHOOL</u>	<u>OPER. CAP.</u>	<u>ENROLMENT</u>				<u>FIVE YEAR PROJECTIONS</u>				
		<u>'77</u>	<u>'78</u>	<u>'79</u>	<u>'80</u>	<u>'81</u>	<u>'82</u>	<u>'83</u>	<u>'84</u>	<u>'85</u>
Highview (2-8)	677	425	387	356	312	296	263	223	185	179
▲ Peace Memorial (JK-5)	521	236	238	225	262	268	266	267	271	273
▲ Sherwood Heights (JK-5)	400	203	175	163	170	140	124	118	111	108
	<u>1598</u>	<u>864</u>	<u>800</u>	<u>744</u>	<u>744</u>	<u>704</u>	<u>653</u>	<u>608</u>	<u>567</u>	<u>560</u>



- The opening of Junior Kindergarten classes at Peace Memorial and Sherwood Heights Schools has provided additional students at both schools.
- The situation at Highview (i.e. no JK, K, 1) needs to be monitored carefully.



ADMINISTRATIVE RESPONSE TO THE REVIEW AND ANALYSIS BRIEFSHERWOOD HEIGHTS SCHOOL

The administration has studied the report of the Sherwood Heights Elementary School Review and Analysis Committee and support the following recommendations of that committee:

Recommendation:

That Sherwood Heights Elementary School not be closed in June 1981 and that the school continue to be monitored.

Rationale:

- The numbers at Sherwood Heights presently warrant the retention of the school.
- The program continues to be educationally viable.

Alternative Suggestions

1. That the whole Highview Family of Schools be carefully monitored each year to determine if closure is necessary.
2. That the twinning of Sherwood Heights with another nearby school be considered for 1982.
3. That the parents of the Highview Junior School be given the opportunity to send their children to either Peace Memorial or Sherwood Heights.
4. That if it is necessary to close Sherwood Heights, the Junior School (JK-2) be housed in Sherwood Secondary School if accommodation is available.
5. That if the Highview Senior School continues to shrink in numbers, consideration be given to starting a grade 7 - 12 school in Sherwood Secondary School and return the grade sixes to Sherwood Heights.

#8

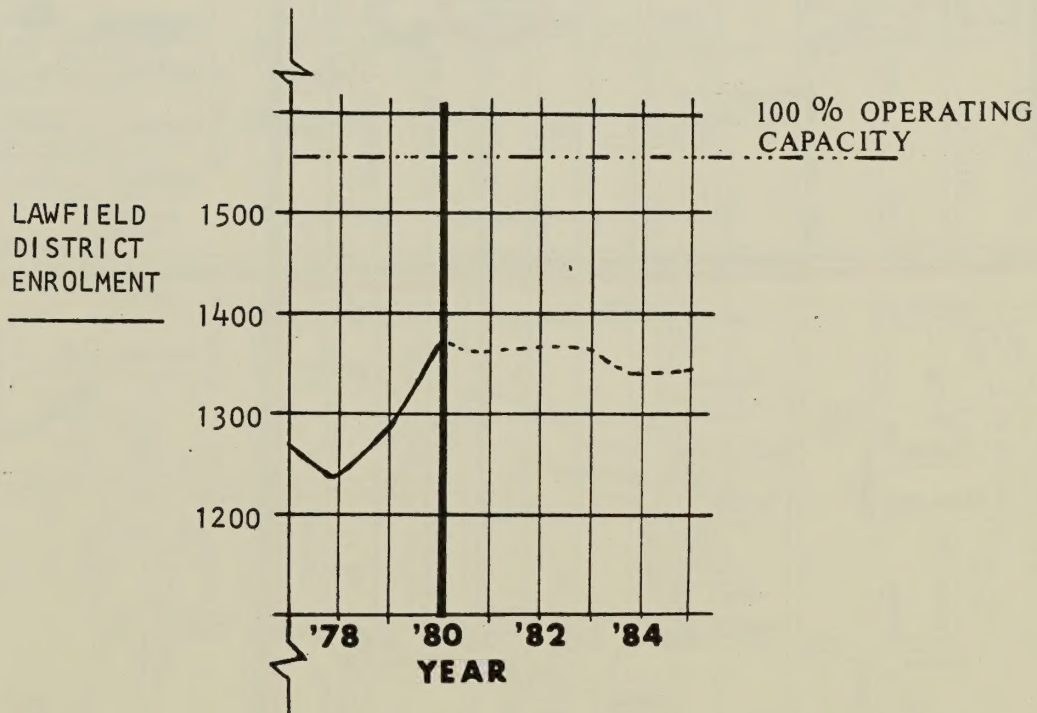
L A W F I E L D

Comley, Richard Beasley, Thornbrae, Vern Ames

SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
Lawfield (6-8)	476	410	364	420#	442	452	474	477	469	466
+ Comley (JK-5)	140	135	114X	117	169	188	223	223	241	245
+ Richard Beasley (JK-5)	344	417	426	387	405	384	372	368	352	358
Thornbrae (K-5)	266	107	133X	169	154	150	144	142	135	141
Vern Ames (JK-5)	329	200	197	194	202	190	166	160	142	137
	1555	1269	1234	1287	1372	1364	1379	1370	1339	1347

X Boundary change affecting Comley and Thornbrae in September 1978.

Richard Beasley's Grade 6 students transferred to Lawfield in September 1979.

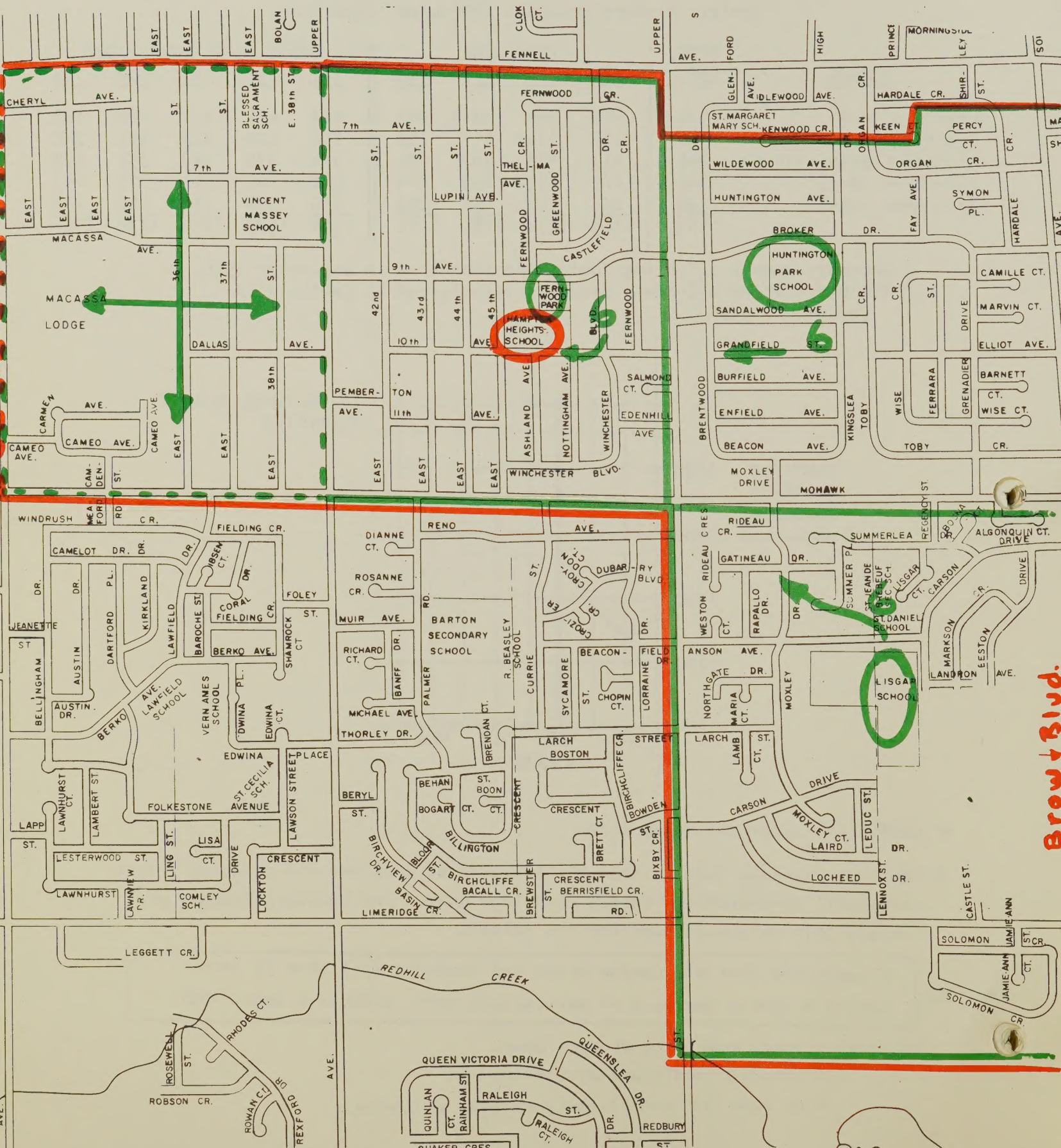


- Lawfield's enrolment holds firm.
- Comley's increase results from the addition of a JK and the on-going growth in Randall neighbourhood across Limeridge Road. The Mountain Freeway will isolate this neighbourhood from the school.

Recommended that all Comley Grade 4-5 students (45) move to Vern Ames and Comley become a primary school JK-3, effective Sept. 1981.

Reasons: - space available at Vern Ames.
 - crowded conditions at Comley.
 - no room for additional portables at Comley.

HAMPTON HEIGHTS AREA



#9

HAMPTON HEIGHTS

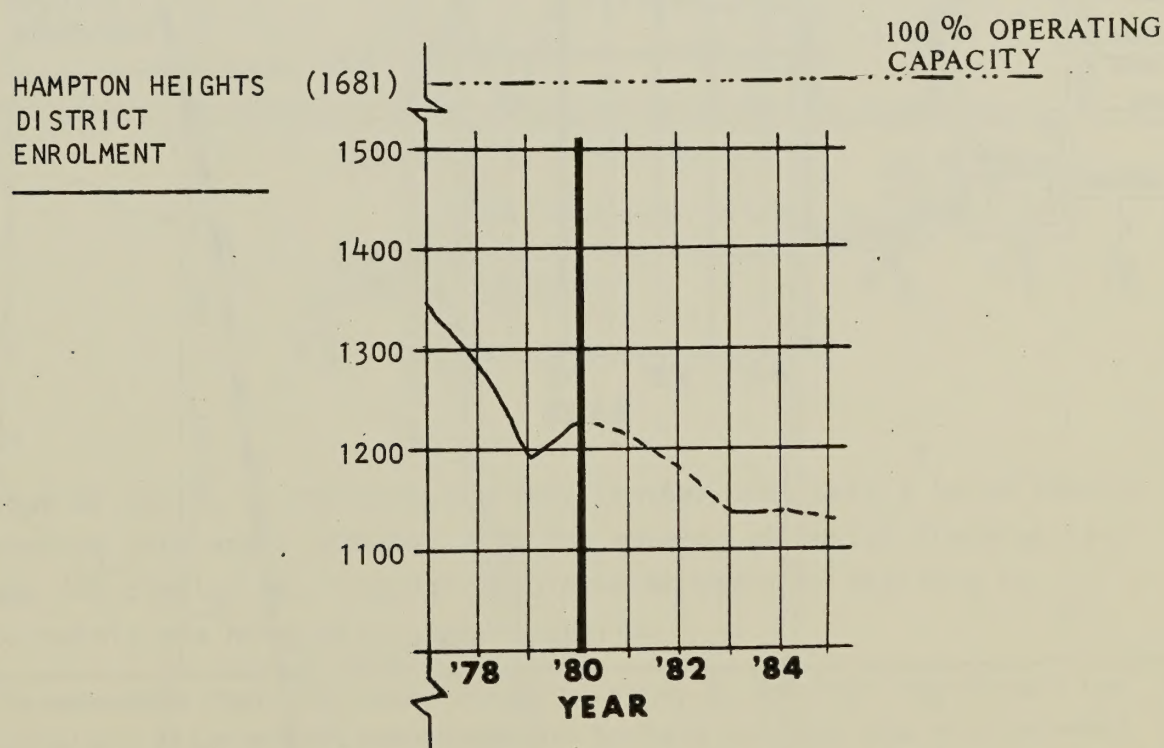
Fernwood Park, Lisgar, Huntington Park

SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
Hampton Heights (6-8)	486	471	424	364	398	369	374	352	348	347
▲Fernwood Park (JK-5)	316	240	252*	238	238	264	239	225	235	236
▲Huntington Park (JK-5)	518	294	285	244	258	240	227	223	216	212
▲Lisgar (JK-5)	361	339	333	345	338	345	346	336	331	330
	1681	1344	1294	1191	1232	1218	1186	1136	1130	1125

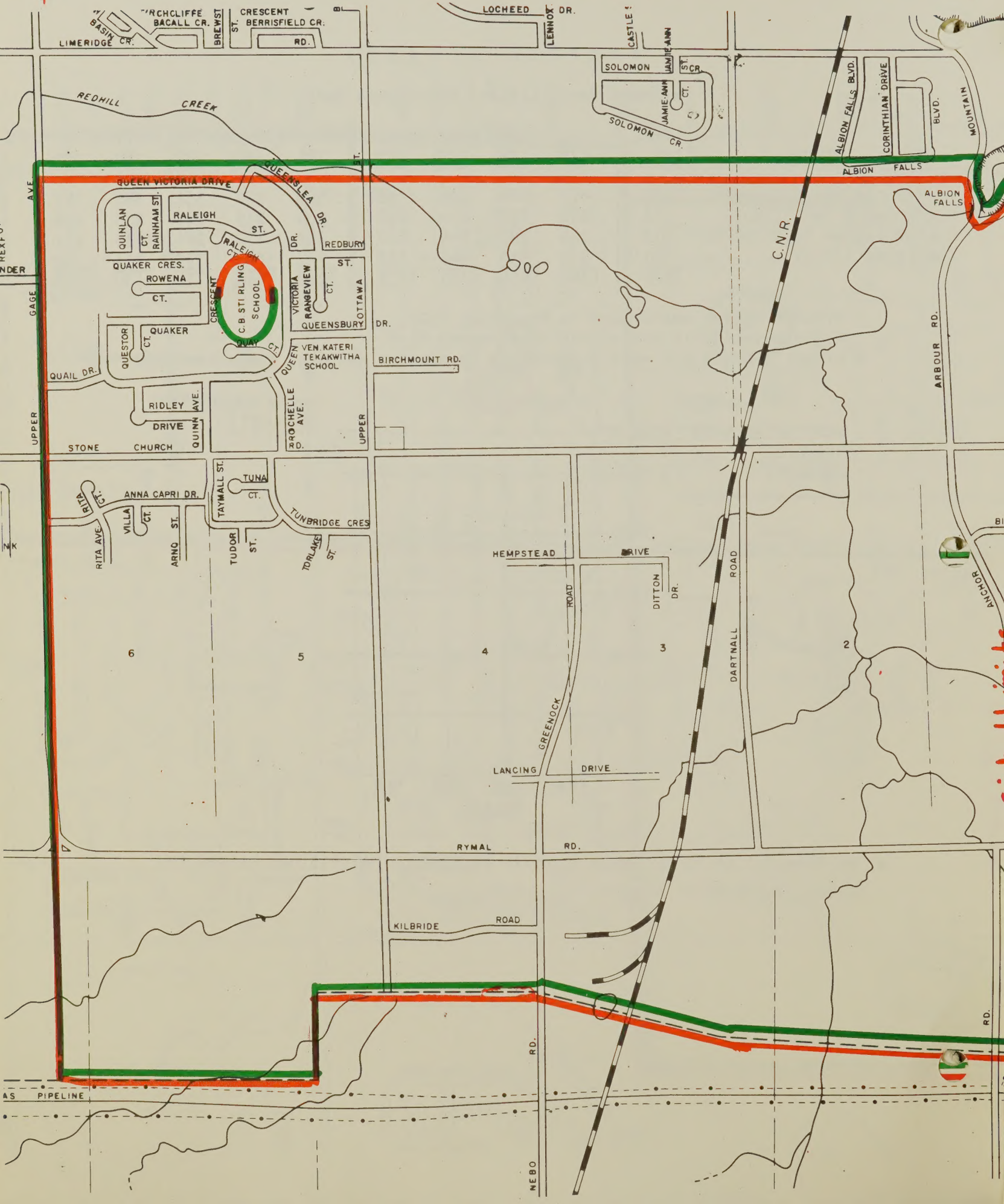
* Vincent Massey was closed in September 1978.

Highview's (JK-1) are attending Fernwood Park.

Lisgar's Grade 6's were transferred to Hampton Heights, September 1980.



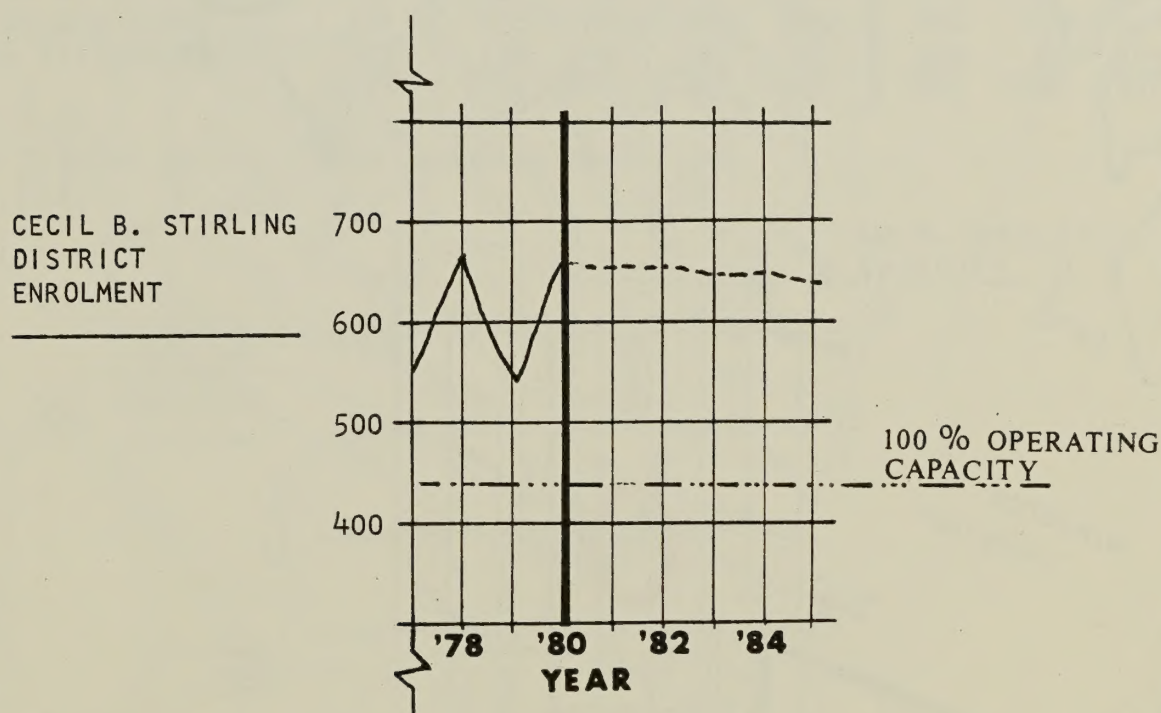
- The transfer of forty Grade 6 pupils to Hampton Heights has helped to relieve pressure at Lisgar.



#10

C E C I L B . S T I R L I N G

SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
+ C. B. Stirling (JK-8)	<u>441</u>	<u>556</u>	<u>671</u>	<u>542</u>	<u>669</u>	<u>667</u>	<u>662</u>	<u>658</u>	<u>652</u>	<u>642</u>
	441	556	671	542	669	667	662	658	652	642



- A change of policy by builders (to rent, rather than sell a large portion of homes in this area) together with the opening of Junior Kindergarten classes (80 pupils) has "jumped" enrolment at Cecil B. Stirling by approximately one hundred and twenty pupils.

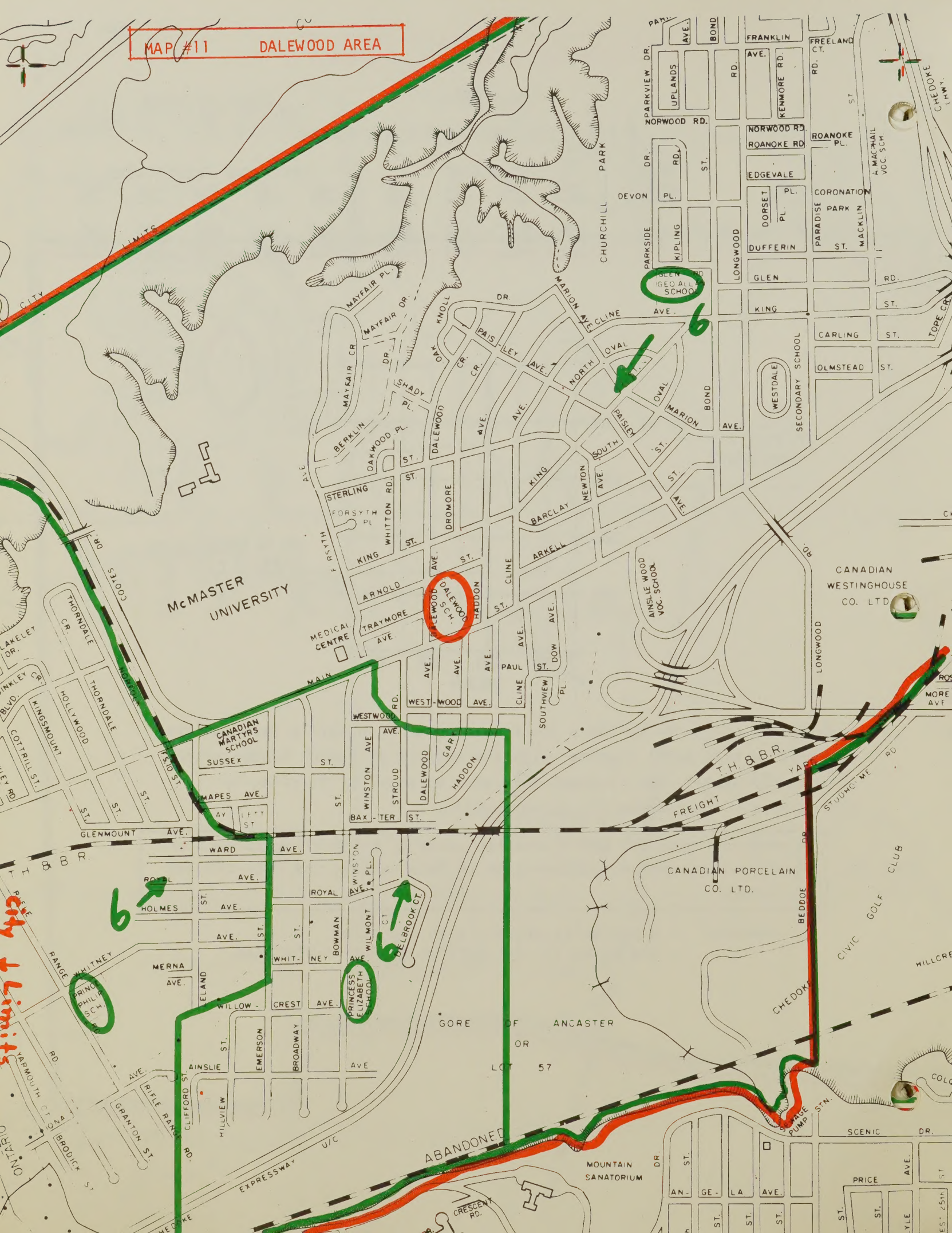
Rec. #3

Recommended that the administration study C. B. Stirling School for possible alternative accommodation to help relieve the over-crowded conditions.

- Reasons:
- 9 portables presently on the site.
 - the potential for further growth in the area.

MAP #11

DALEWOOD AREA



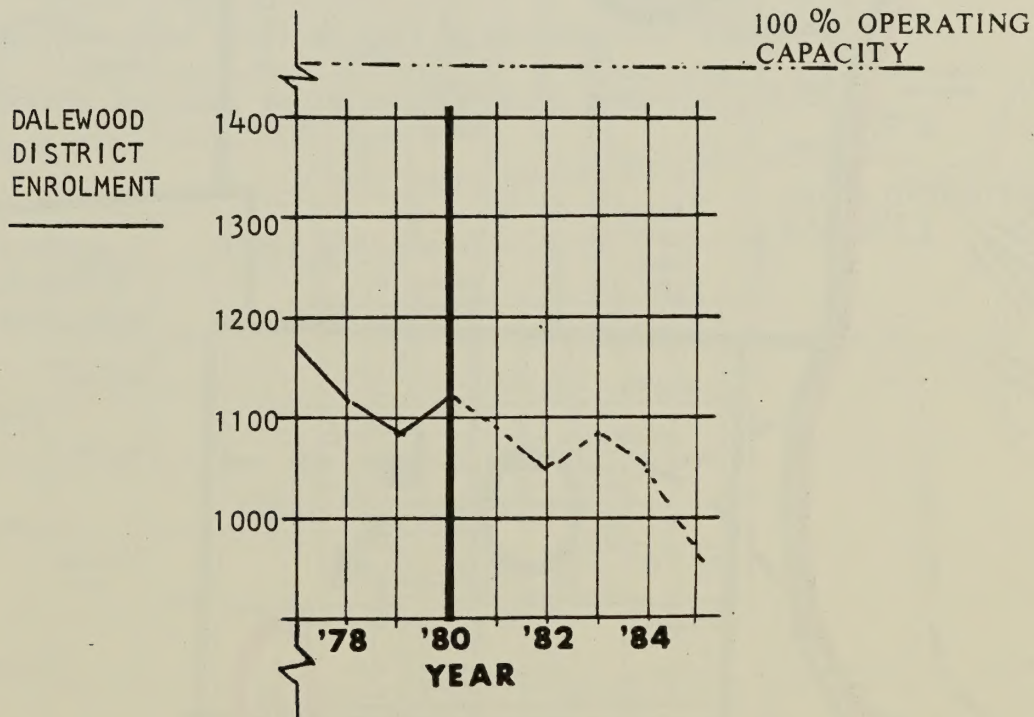
#11

DALEWOOD

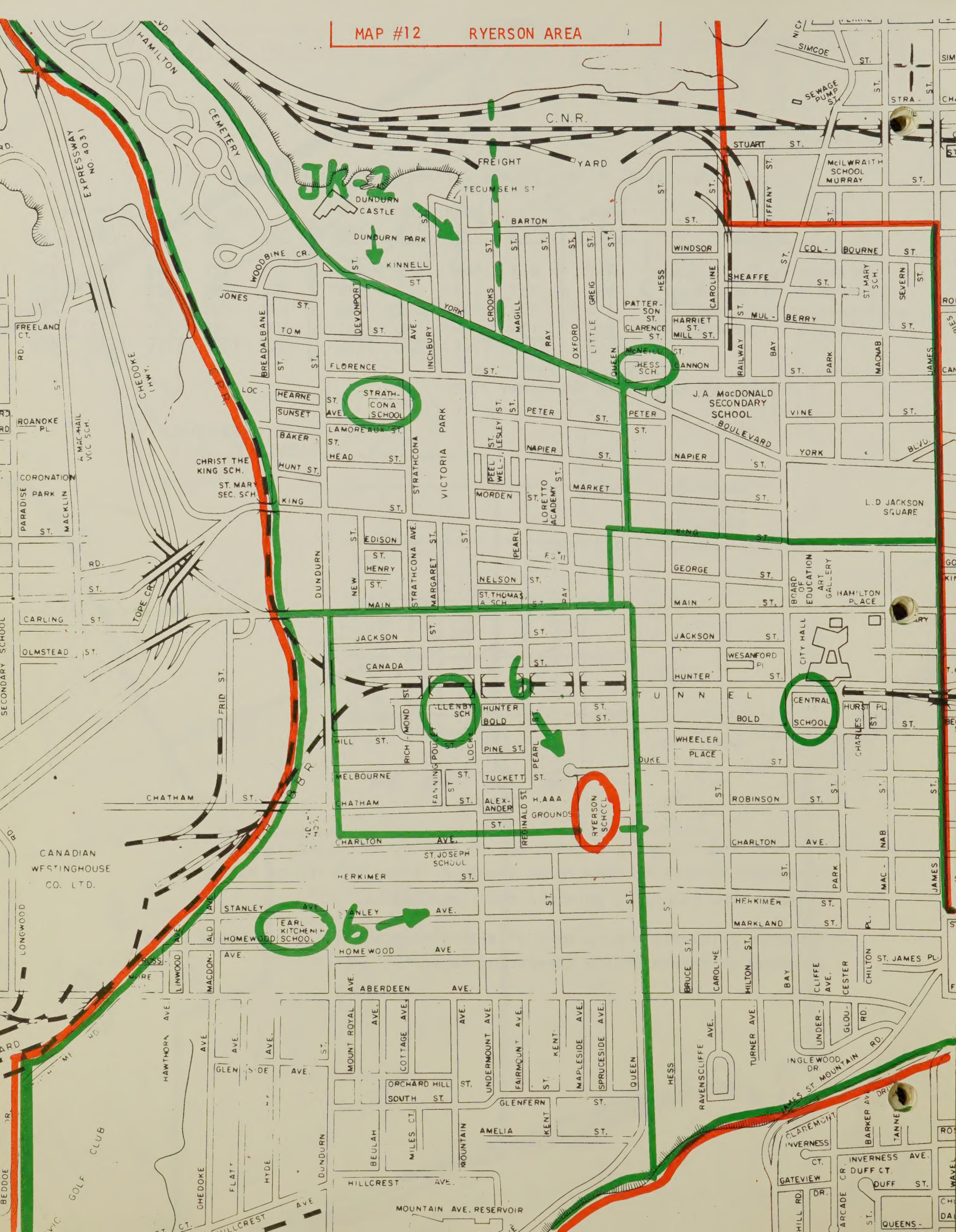
George R. Allan, Prince Philip, Princess Elizabeth

SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
Dalewood (6-8)	448	413	444	409	403	378	371	349	340	330
+▲ George R. Allan (JK-5)	469	357	326	324	336	322	299	320	298	239
+▲ Prince Philip (JK-5)	312	272	262	262*	296	292	298	298	295	290
Princess Elizabeth (K-5)	228	134	84	90	87	100	88	103	117	94
	1457	1176	1116	1085	1122	1092	1056	1070	1050	953

* Binkley School closed September 1979.



- The west-end of Hamilton continues to decline each year. Junior Kindergarten classes opening at George R. Allan and Prince Philip schools have helped to maintain their enrolments.
- Princess Elizabeth's enrolment of eighty-seven is still too large to be absorbed at Prince Philip (Operating Capacity: 312).



#12

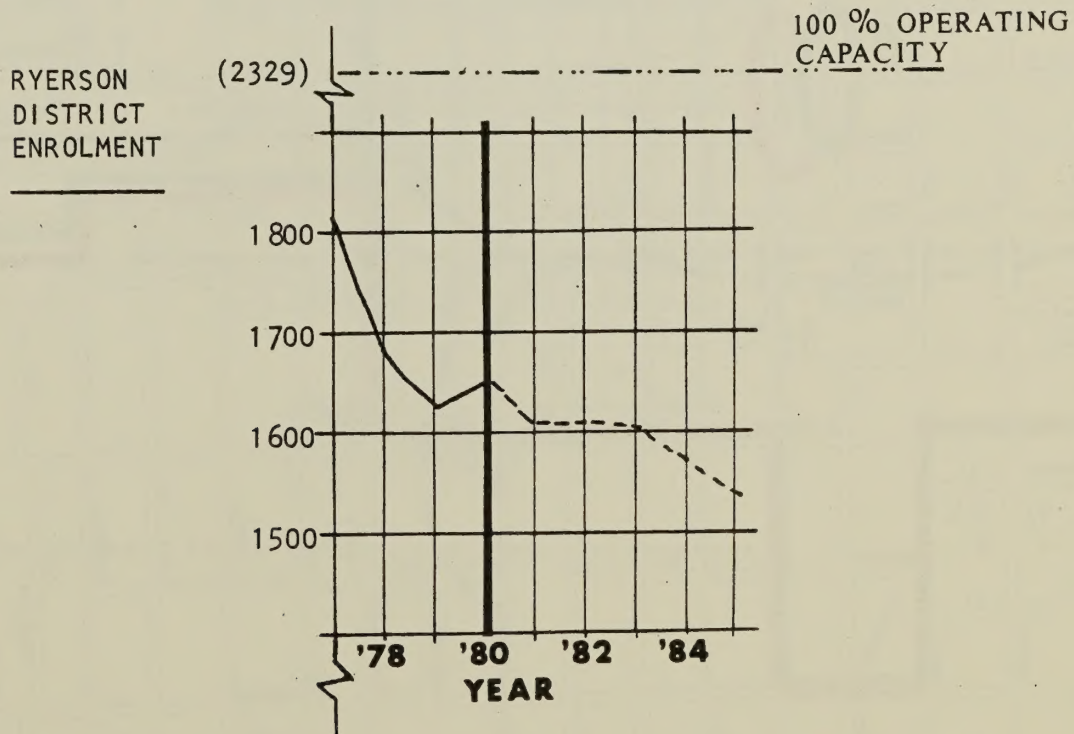
R Y E R S O N

Allenby, Central, Earl Kitchener, Hess Street, Strathcona

SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
Ryerson (6-8)	422	423	388	396	373	402ff	417	413	380	367
Allenby (JK-5)	241	174	156	158	140	121	104	92	90	87
Central (K-5)	140	113	108	109	109	94	85	92	92	90
▲ Earl Kitchener (JK-5)	508	438	446	407	438f	418	410	400	394	386
▲ Hess Street (JK-6)	570	370	355	301	316	304	292	286	279	273
Strathcona (JK-6)	448	297	228	251	271	274	303	319	337	337
	2329	1815	1681	1622	1647	1613	1611	1602	1572	1540

f French Immersion (K-5) at Earl Kitchener (251 students).

ff Projection includes addition of French Immersion.



- Schools in this area are on the decline, except for Earl Kitchener which offers a French Immersion Program, and Strathcona.

Rec. #4

Recommended that provision be made for grade six French Immersion at Ryerson School in September 1981.

- Reasons:
- French Immersion grade 5's at Earl Kitchener need a senior school in September 1981.
 - 25 of the 29 students in grade 5 at Earl Kitchener live east of the 403 Highway (i.e. Ryerson's proximity).

BENNETTO AREA



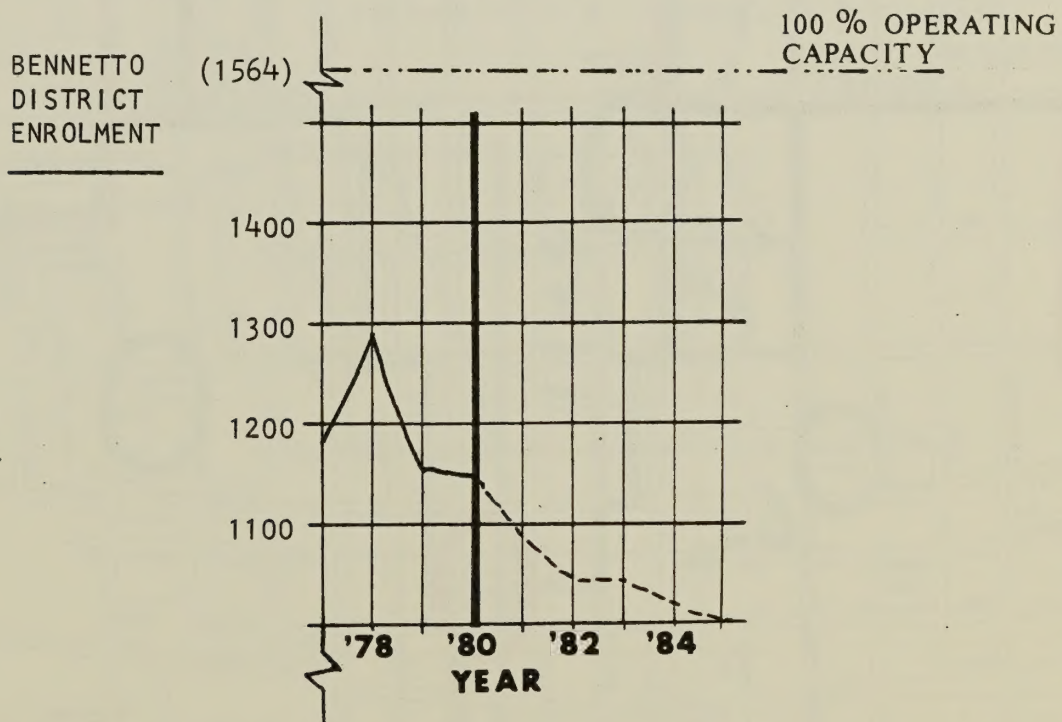
#13

B E N N E T T O

Centennial, Robert Land

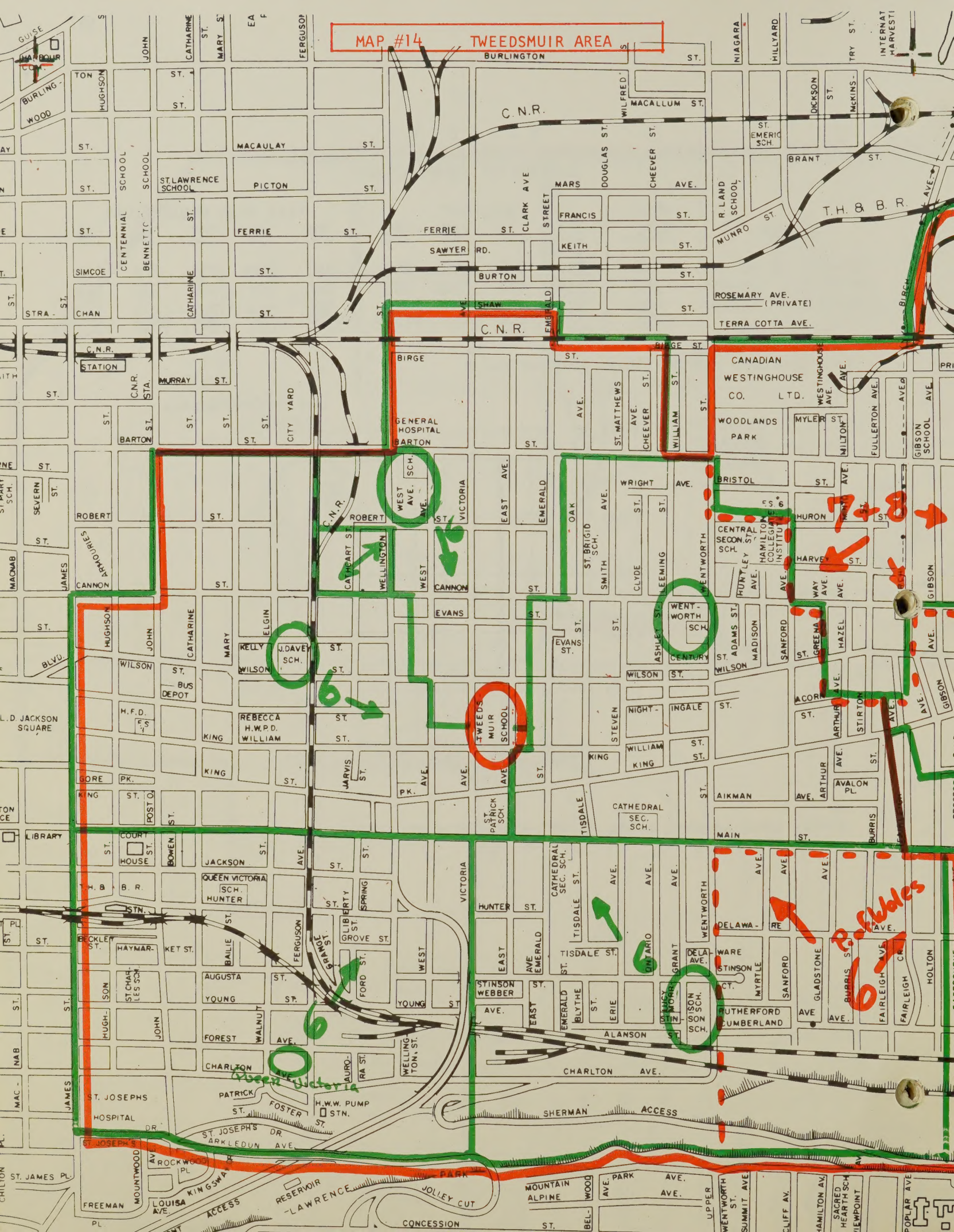
<u>SCHOOL</u>	<u>OPER. CAP.</u>	<u>ENROLMENT</u>				<u>FIVE YEAR PROJECTIONS</u>				
		<u>'77</u>	<u>'78</u>	<u>'79</u>	<u>'80</u>	<u>'81</u>	<u>'82</u>	<u>'83</u>	<u>'84</u>	<u>'85</u>
Bennetto (6-8)	336	337	395	302X	292	263	256	253	219	212
Centennial (JK-5)	742	456	470	492X	505	500	495	508	520	518
Robert Land (JK-6)	486	395	432	357	355	330	300	290	292	273
	<u>1564</u>	<u>1188</u>	<u>1297</u>	<u>1151</u>	<u>1152</u>	<u>1093</u>	<u>1051</u>	<u>1051</u>	<u>1031</u>	<u>1003</u>

X Boundary change (James and Barton).



● This area appears to be relatively stable at present.

MAP #14 TWEEDSMUIR AREA



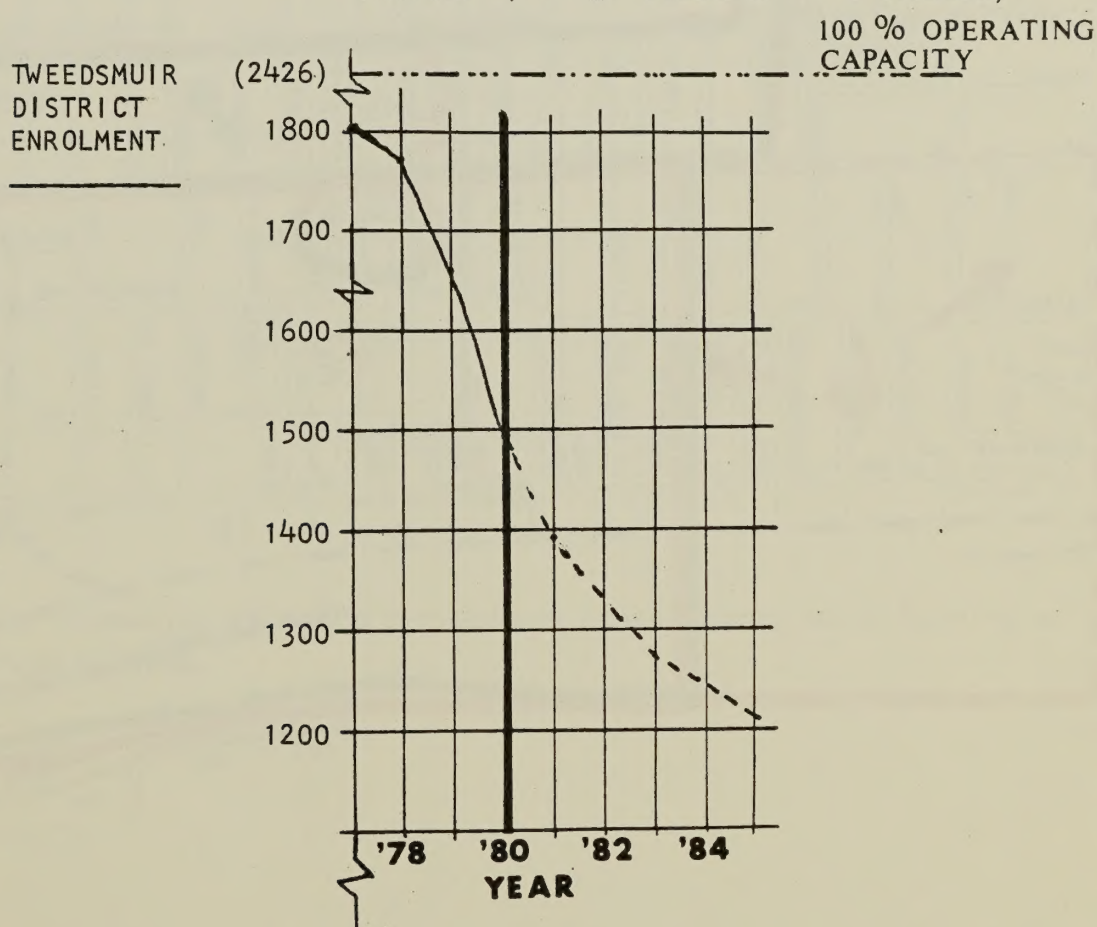
#14

T W E E D S M U I R

Dr. J. Edgar Davey, Queen Victoria, Stinson Street, Wentworth Street, West Avenue

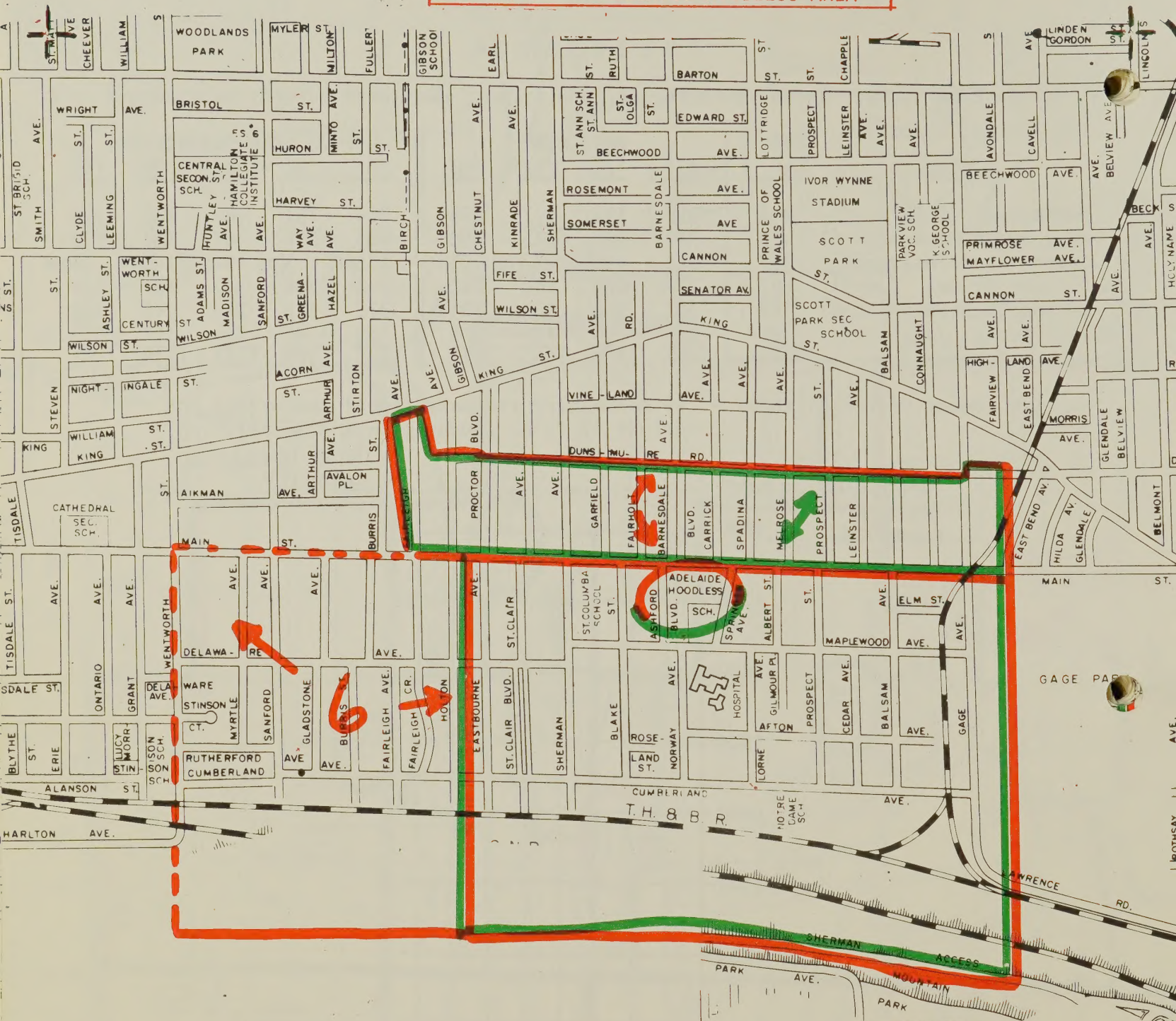
SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
Tweedsmuir (6-8)	448	395	395	377	352#	288	253	229	221	214
Dr.J.Edgar Davey (JK-5)	470	327	397	325	258	265	266	267	267	259
Queen Victoria (JK-6)	357	220	199(20)	182(20)	155(17) ¹	136(20)	113(20)	102(20)	106(20)	94(20)
▲ Stinson Street (JK-5)	497	274	277	263	232	212	202	197	181	174
Wentworth Street (JK-6)	398	357	316	334	303	315	333	338	342	339
▲ West Avenue (JK-5)	256	228	188	159	176	159	141	124	117	113
	2426	1801	1772	1640	1476	1375	1308	1257	1234	1193

1. Queen Victoria School - 155 elementary students (total above does not include 17 T. R. students in 2 classes).



- The opening of Junior Kindergarten classes at Stinson Street and West Avenue Schools has had a positive effect on their enrolment figures. It is suggested that West Avenue continue to be monitored.
- It should be noted that the principal of Queen Victoria has a responsibility to administer these two classes of trainable retarded students that are being accommodated in the school. The principal functions on the Program Placement and Review Committee, and, in addition, is responsible for all aspects of administering (at the school level) this unique, experimental integration project.

Recommended that the Grade 6 students (25) be transferred from Wentworth Street School to Tweedsmuir Senior School in September 1981.

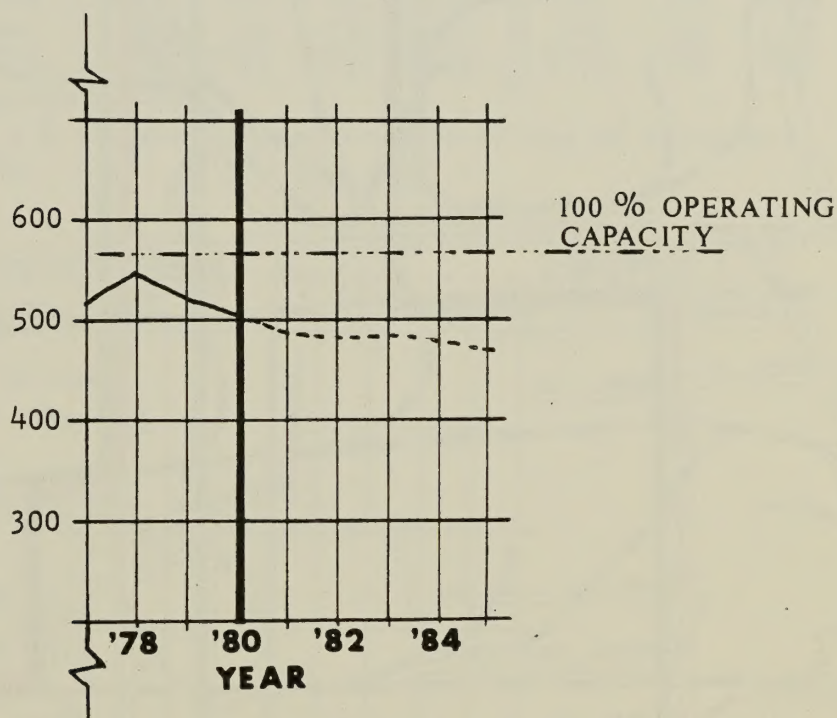


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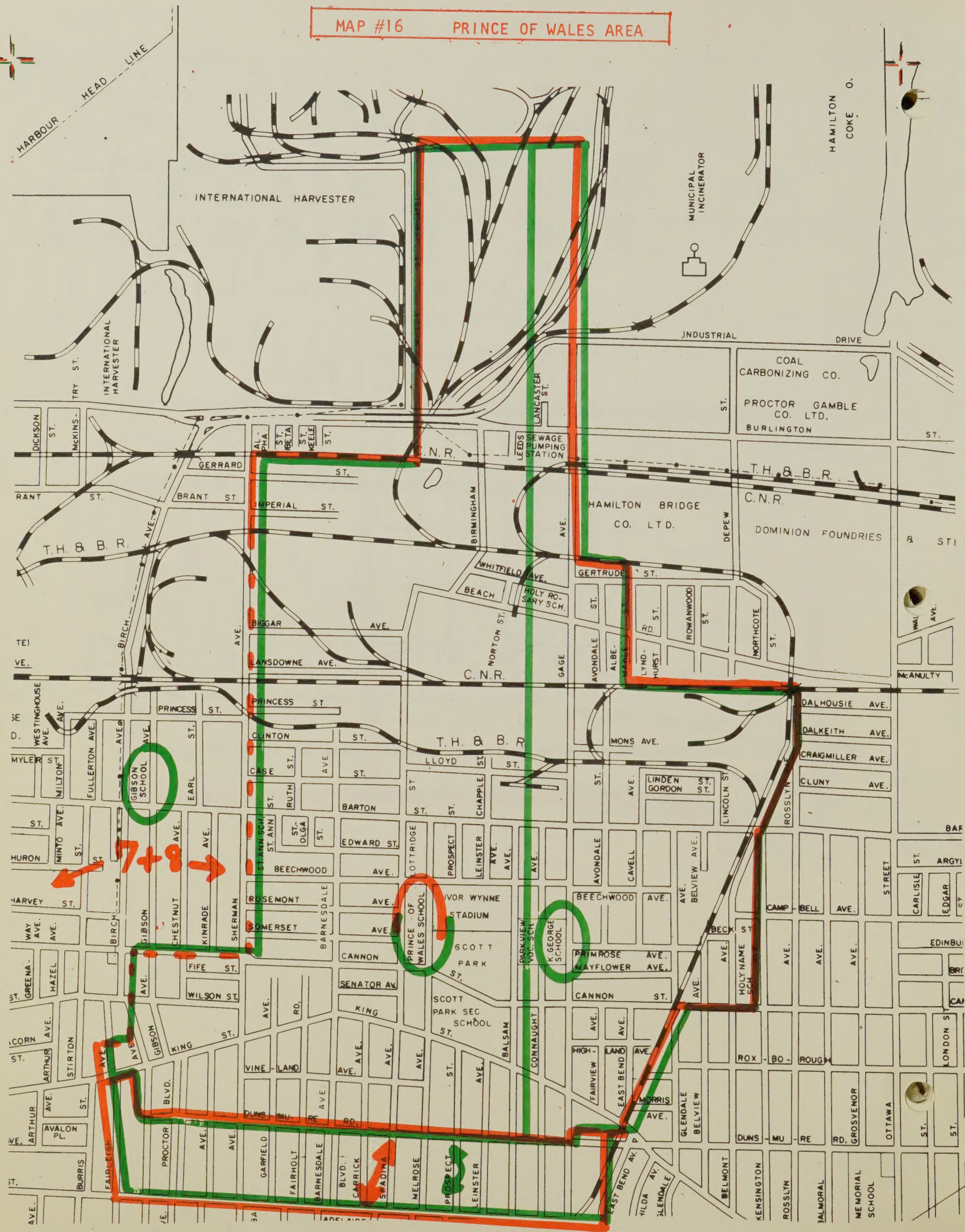
ADELAIDE HOODLESS

SCHOOLOPER.
CAP.ENROLMENTFIVE YEAR PROJECTIONS

▲ Adelaide Hoodless (JK-8)

563
563'77526
526'78550
550'79520
520'80509
509'81496
496'82488
488'83485
485'84477
477'85471
471ADELAIDE HOODLESS
DISTRICT
ENROLMENT

- The older community of Adelaide Hoodless School seems to be holding at about five hundred.



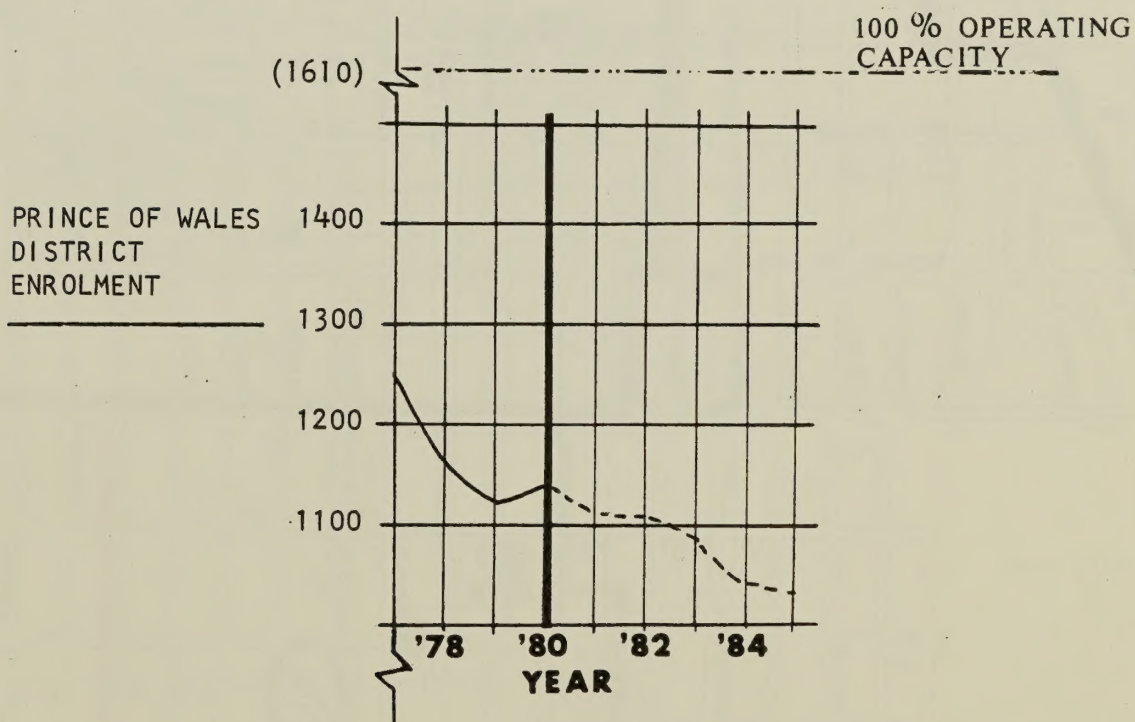
#16

P R I N C E O F W A L E S

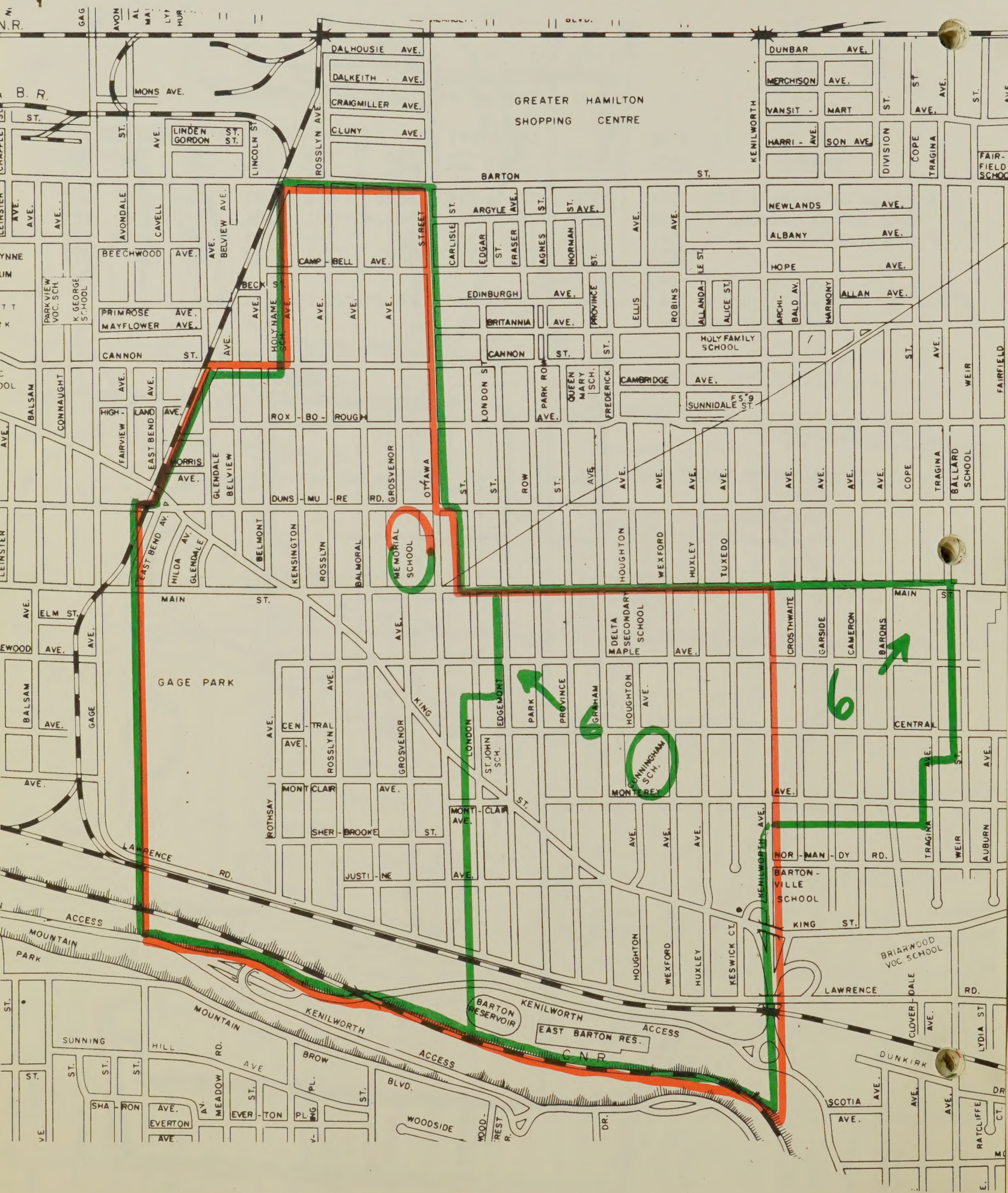
King George, Gibson

SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
▲ Prince of Wales (JK-8)	755	572	524	519	569#	512	524	508	470	462
King George (JK-6)	408	282	281	252	302	301	286	284	286	283
Gibson (JK-6)	447	396	356	350	271	297	299	288	290	287
	1610	1250	1161	1121	1142	1110	1109	1080	1046	1032

Gibson's Grade 7 & 8 students transferred to Prince of Wales and Tweedsmuir in 1980.



● This area seems to be stabilizing.



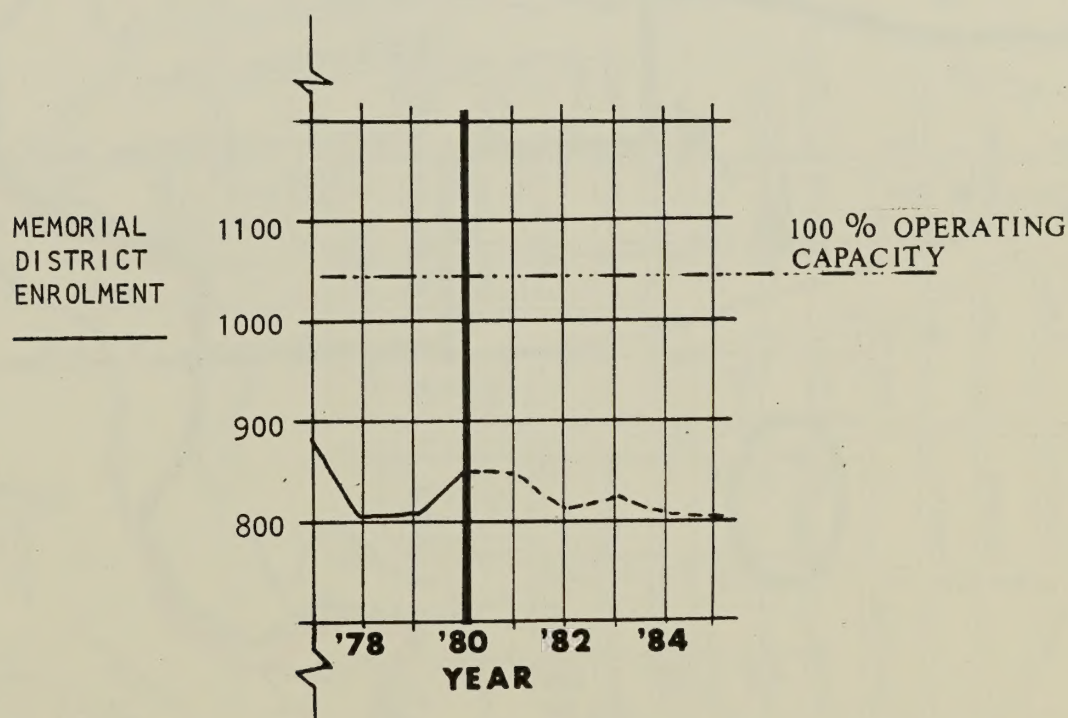
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M E M O R I A L

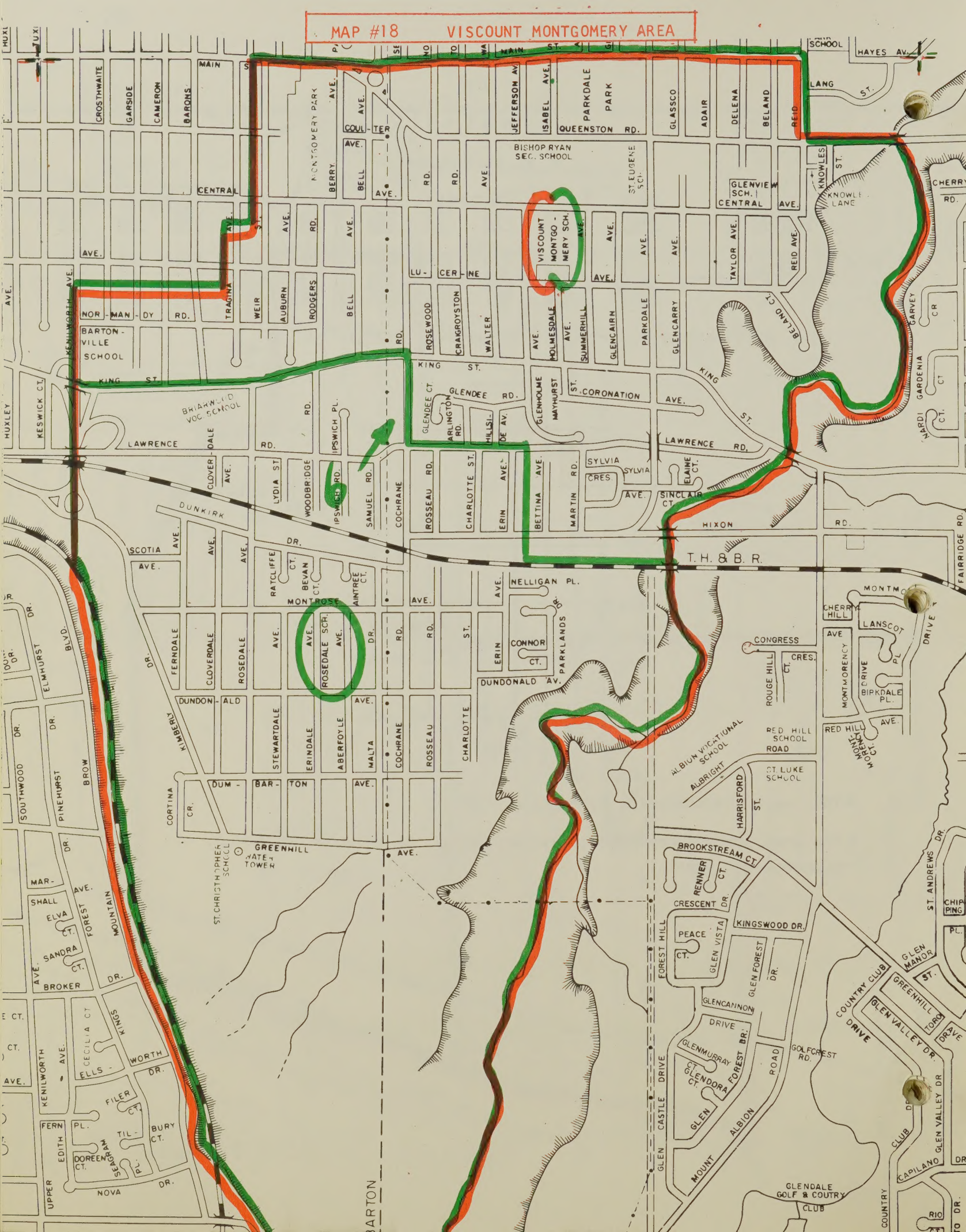
A. M. Cunningham

SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
▲ Memorial (JK-8)	749	664	576	599#	612	607	582	566	563	556
▲ A. M. Cunningham (JK-5)	310	221	225	210	240	238	233	257	244	245
	1059	885	801	809	852	845	815	823	807	801

A. M. Cunningham's Grade 6's to Memorial (1979).



- This east-end community is holding firm.
- The area schools have been re-vitalized by the addition of Junior Kindergarten pupils.



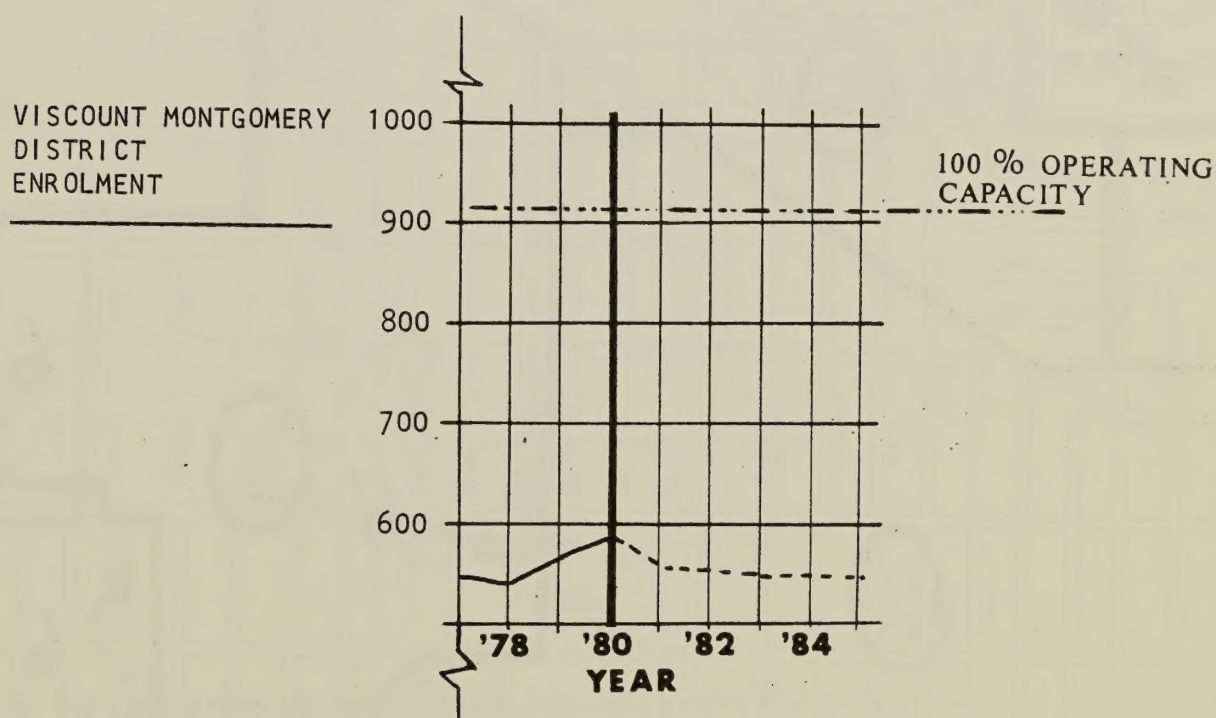
#18

V I S C O U N T M O N T G O M E R Y

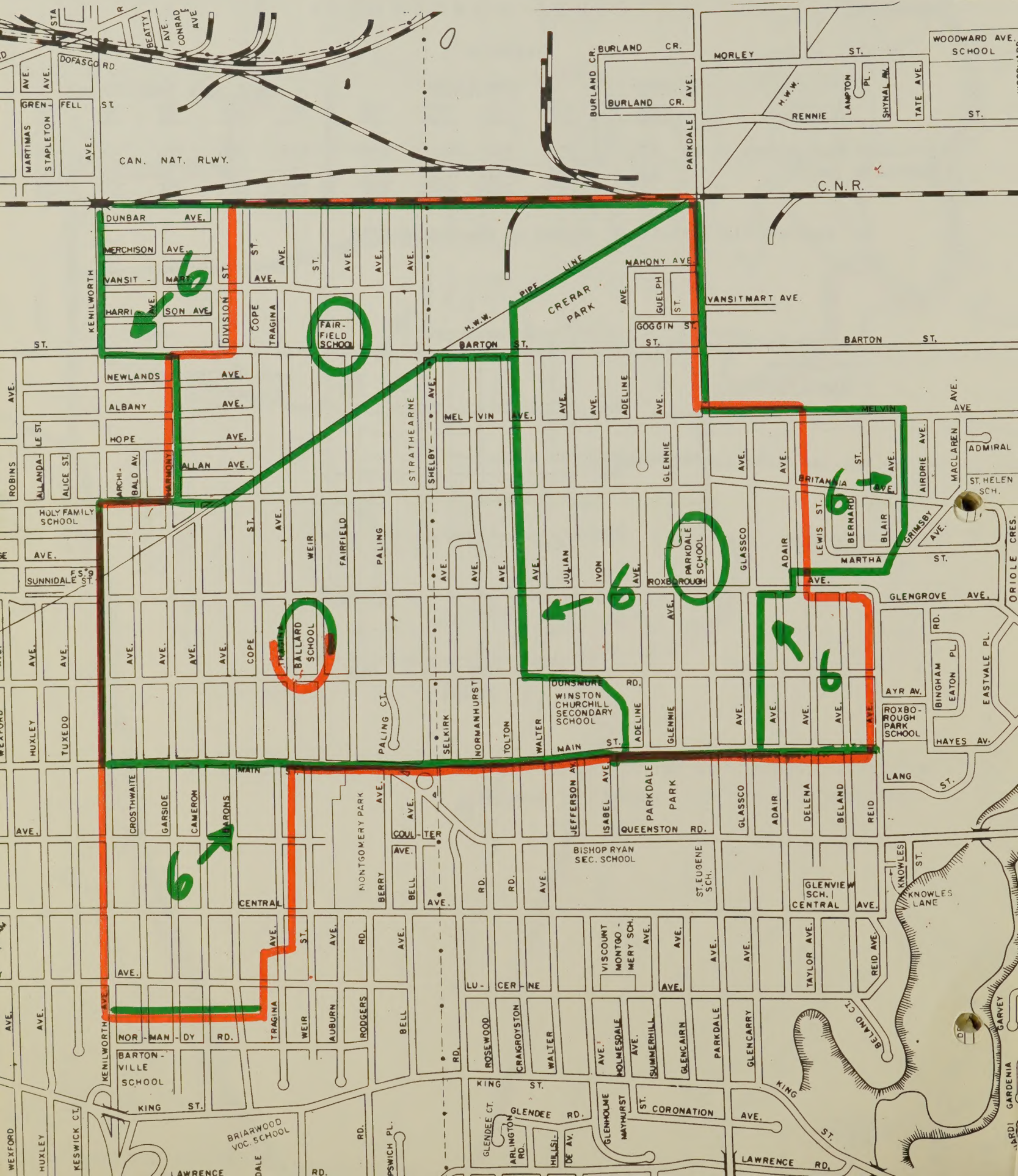
Rosedale

SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
Viscount Montgomery (K-8)	620	394	398	417*	420	398	385	370	355	349
▲ Rosedale (JK-5)	297	159	142	156*	165	171	178	184	195	198
	917	553	540	573	585	569	563	554	550	547

* Bartonville school was closed in September 1979.



- In this district, the decline in the numbers at Viscount Montgomery is balanced by the rise in numbers at Rosedale.

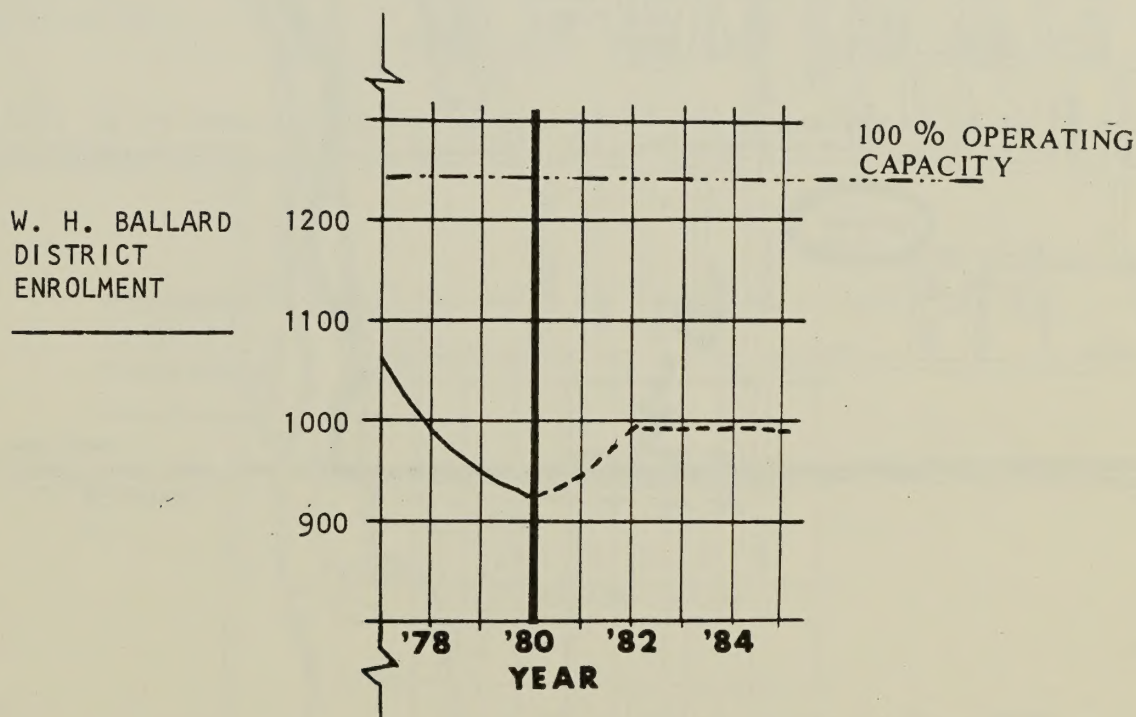


#19

W. H. BALLARD

Fairfield

<u>SCHOOL</u>	<u>OPER. CAP.</u>	<u>ENROLMENT</u>				<u>FIVE YEAR PROJECTIONS</u>				
		<u>'77</u>	<u>'78</u>	<u>'79</u>	<u>'80</u>	<u>'81</u>	<u>'82</u>	<u>'83</u>	<u>'84</u>	<u>'85</u>
▲ W. H. Ballard (JK-8)	958	850	791	747	731	753	798	802	819	820
Fairfield (JK-5)	297	212	201	205	197	200	192	190	178	170
	<u>1255</u>	<u>1062</u>	<u>992</u>	<u>952</u>	<u>928</u>	<u>953</u>	<u>990</u>	<u>992</u>	<u>997</u>	<u>990</u>



- W. H. Ballard seems to be holding between seven and eight hundred students; Fairfield at approximately two hundred.

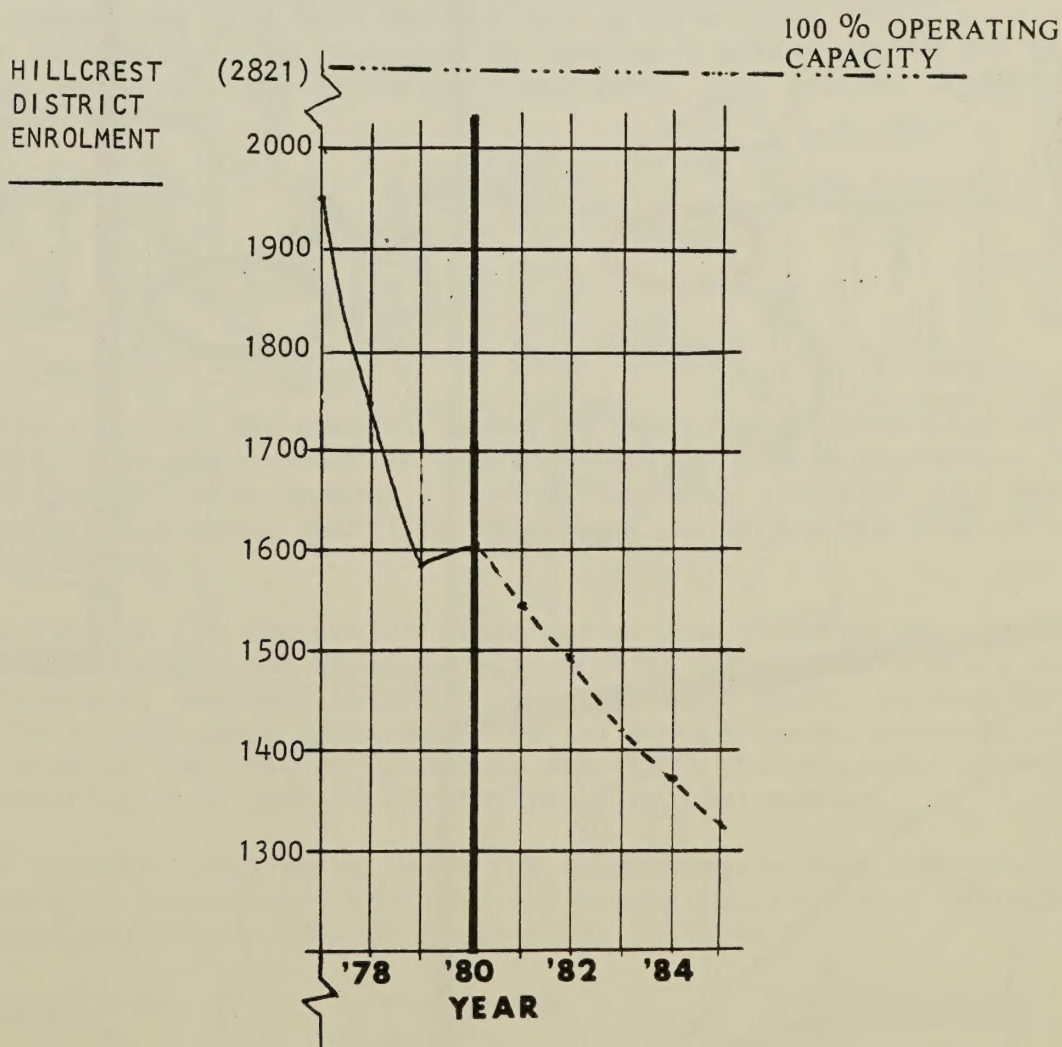
#20

H I L L C R E S T

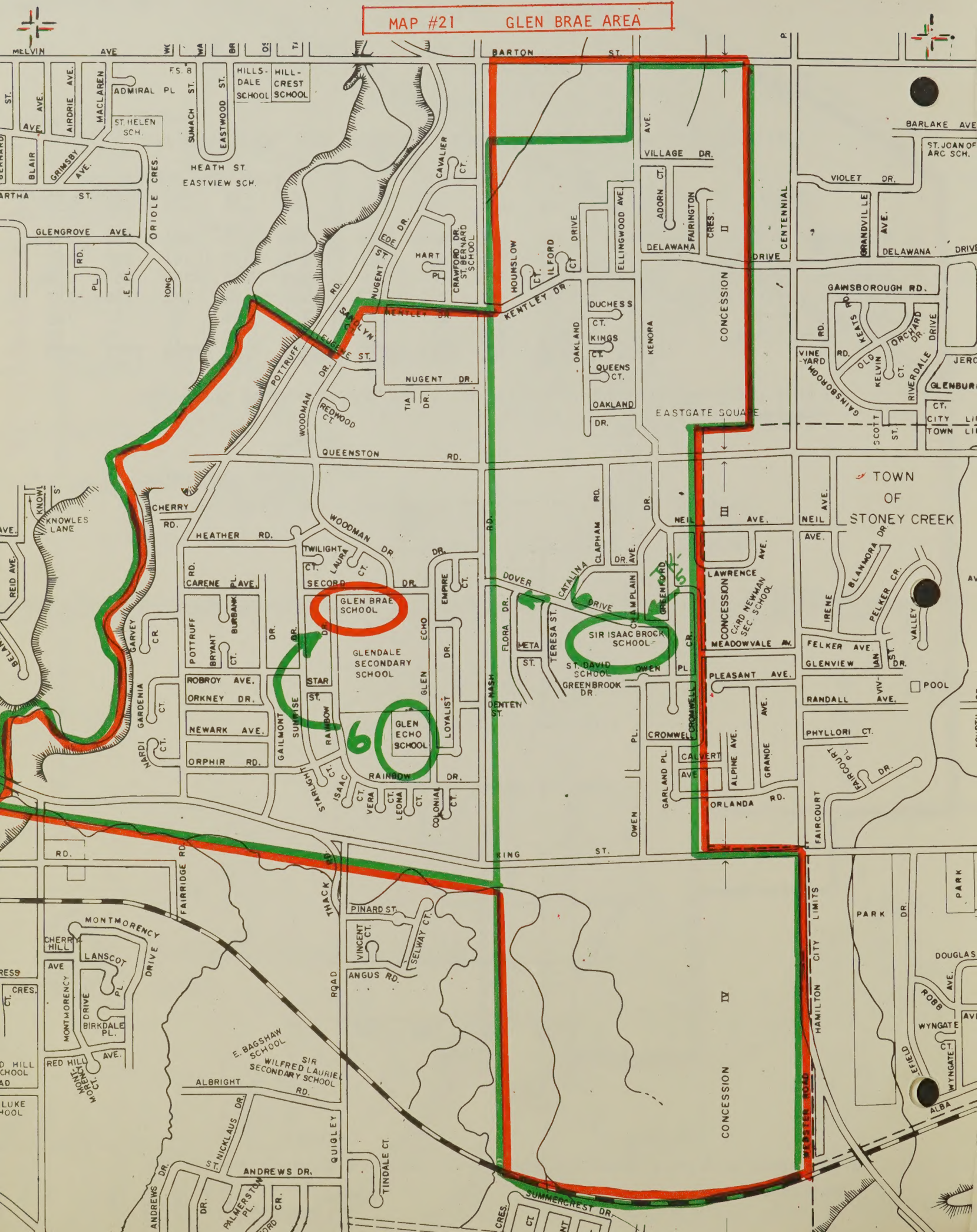
Hillsdale, Parkdale, Roxborough Park, Woodward, Bell Cairn Memorial

SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
+ Hillcrest (6-8)	629	498	437	411#	389	380	325	301	286	278
Hillsdale (JK-5)	518	327	320	321	329	319	309	301	296	287
Parkdale (JK-5)	366	241	215	231	256	249	256	268	264	254
Roxborough Park (JK-5)	454	339	309	300	307	291	299	292	282	273
+▲ Woodward (JK-5)	241	275	241	214	232	210	198	181	167	165
Bell Cairn (JK-5)	613	279	219	111	88	92	82	77	76	73
	<u>2821</u>	<u>1959</u>	<u>1741</u>	<u>1588</u>	<u>1601</u>	<u>1541</u>	<u>1469</u>	<u>1420</u>	<u>1371</u>	<u>1330</u>

Bell Cairn Memorial senior grades (6, 7, 8) transferred to Hillcrest, September 1979.



- All schools in this community seem to be declining slightly except for Parkdale School.



Bell Cairn Memorial School

Bell Cairn Memorial School was annexed in 1957 and had a new section attached in 1972. This site comprises 2.43 acres and the existing building has a Ministry rated capacity of 766. The actual operating capacity at the present time is 613 (80% of M.R.C.).

Due to limited enrolment, the average direct cost per pupil is considerably higher than is the case throughout the city generally. Last year's direct cost per pupil for the city was \$1,431.75; for Bell Cairn Memorial School it was \$1,953.09. Unfortunately, because of limited numbers, it is not possible to reflect this increased cost in a superior educational program. In order to provide an organization to attempt to ensure quality education, it would be necessary to provide an additional teacher to the present staff (average salary of \$26,400.00). This would reduce the grade P.T.R. from 26.5 to 17.66 and would allow classes of 2 grades rather than the present 3 grades to be combined in the two grade classrooms.

As of November 5, 1980, there were 83 students enrolled at Bell Cairn Memorial School. Because of such a small enrolment the school organization is unable to provide an optimum educationally viable program for the children. Such a small enrolment has necessitated the Principal having to share his responsibilities with another school and this fact contributes to an already difficult situation. For a part of each day, it is necessary to combine 3 grades within one classroom. This situation appears in two different classrooms. The present organization of the school is as follows:

<u>Overall Enrolment</u>	J.K.	- 9 students	<u>Grade Enrolment</u>	1 - 11 students
	K.	- 15 "		2 - 9 "
	Gr. 1, 2, 3	- 26 "		3 - 11 "
	Gr. 3, 4, 5	- 27 "		4 - 14 "
	Spec. Ed.	- 6 "		5 - 8 "
		<u>83</u> " (Nov. 5, 1980)		<u>53</u> "

Once integration of the special education class takes place (i.e. after the morning recess), some improvement is provided whereby only 2 grades are combined in a single classroom (this happens in two classrooms). However this involves an inordinate amount of student shuffling which most certainly has some effect on some of the children.

The organization for the Junior Kindergarten and Kindergarten classes would appear to be satisfactory and educationally viable. Where there are 3 grades within one classroom, however, attention to individual needs, becomes somewhat difficult.. This inadequacy with regard to individual needs, combined with the extra load placed on the teachers who must service 3 grades within one room, results in something less than an optimum learning environment.

Research Services statistics point out quite clearly that the enrolment at Bell Cairn Memorial School will continue its steady decline (i.e. 1981-82: 78 students). A proposed organization for 1981-82 would be as follows:

<u>Overall Enrolment</u>	J.K.	- 10 students	<u>Grade Enrolment</u>	1 - 13 students
	K.	- 9 "		2 - 11 "
	Gr. 1, 2, 3	- 27 "		3 - 8 "
	Gr. 3, 4, 5	- 28 "		4 - 11 "
	Spec. Ed.	- 4 "		5 - 12 "
		<u>78</u> "		<u>55</u> "

CONFIDENTIAL - SECURITY INFORMATION

1. The following information was obtained from a review of the records of the Central Intelligence Agency, Office of the Director of Plans, dated 10/15/55. The information was obtained from a review of the records of the Central Intelligence Agency, Office of the Director of Plans, dated 10/15/55. The information was obtained from a review of the records of the Central Intelligence Agency, Office of the Director of Plans, dated 10/15/55.

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Grade Enrollment - 11 students		Grade Enrollment - 10 students	
1	2	1	2
3	4	3	4
5	6	5	6
7	8	7	8
9	10	9	10
11	12	11	12
13	14	13	14
15	16	15	16
17	18	17	18
19	20	19	20
21	22	21	22
23	24	23	24
25	26	25	26
27	28	27	28
29	30	29	30
31	32	31	32
33	34	33	34
35	36	35	36
37	38	37	38
39	40	39	40
41	42	41	42
43	44	43	44
45	46	45	46
47	48	47	48
49	50	49	50
51	52	51	52
53	54	53	54
55	56	55	56
57	58	57	58
59	60	59	60
61	62	61	62
63	64	63	64
65	66	65	66
67	68	67	68
69	70	69	70
71	72	71	72
73	74	73	74
75	76	75	76
77	78	77	78
79	80	79	80
81	82	81	82
83	84	83	84
85	86	85	86
87	88	87	88
89	90	89	90
91	92	91	92
93	94	93	94
95	96	95	96
97	98	97	98
99	100	99	100

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Grade Enrollment - 10 students		Grade Enrollment - 10 students	
1	2	1	2
3	4	3	4
5	6	5	6
7	8	7	8
9	10	9	10
11	12	11	12
13	14	13	14
15	16	15	16
17	18	17	18
19	20	19	20
21	22	21	22
23	24	23	24
25	26	25	26
27	28	27	28
29	30	29	30
31	32	31	32
33	34	33	34
35	36	35	36
37	38	37	38
39	40	39	40
41	42	41	42
43	44	43	44
45	46	45	46
47	48	47	48
49	50	49	50
51	52	51	52
53	54	53	54
55	56	55	56
57	58	57	58
59	60	59	60
61	62	61	62
63	64	63	64
65	66	65	66
67	68	67	68
69	70	69	70
71	72	71	72
73	74	73	74
75	76	75	76
77	78	77	78
79	80	79	80
81	82	81	82
83	84	83	84
85	86	85	86
87	88	87	88
89	90	89	90
91	92	91	92
93	94	93	94
95	96	95	96
97	98	97	98
99	100	99	100

With only 9 students in the Kindergarten class and 4 students in the Special Education class, additional problems are raised. In addition, no improvement in the Gr. 1, 2, 3 and Gr. 3, 4, 5 classes is noted.

"It is recommended that Bell Cairn Memorial School be closed at the end of the 1980-81 school year and that the students be transported to Hillsdale School, with an option to attend Woodward School, as of September, 1981."



With many thanks to the Department of Education for the grant which enabled me to visit the United States in 1954-55, and to the University of London for the leave of absence granted to me.

"It is a privilege to have been invited to visit the United States and to have the opportunity to meet and discuss with the leading authorities in the field of education."

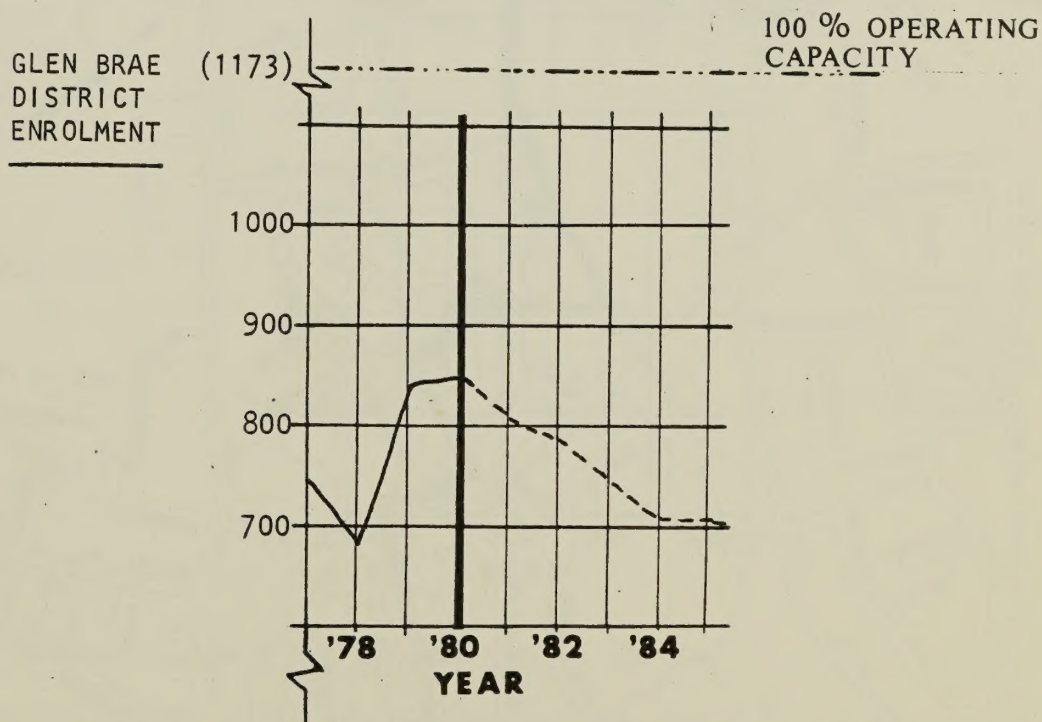
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G L E N B R A E

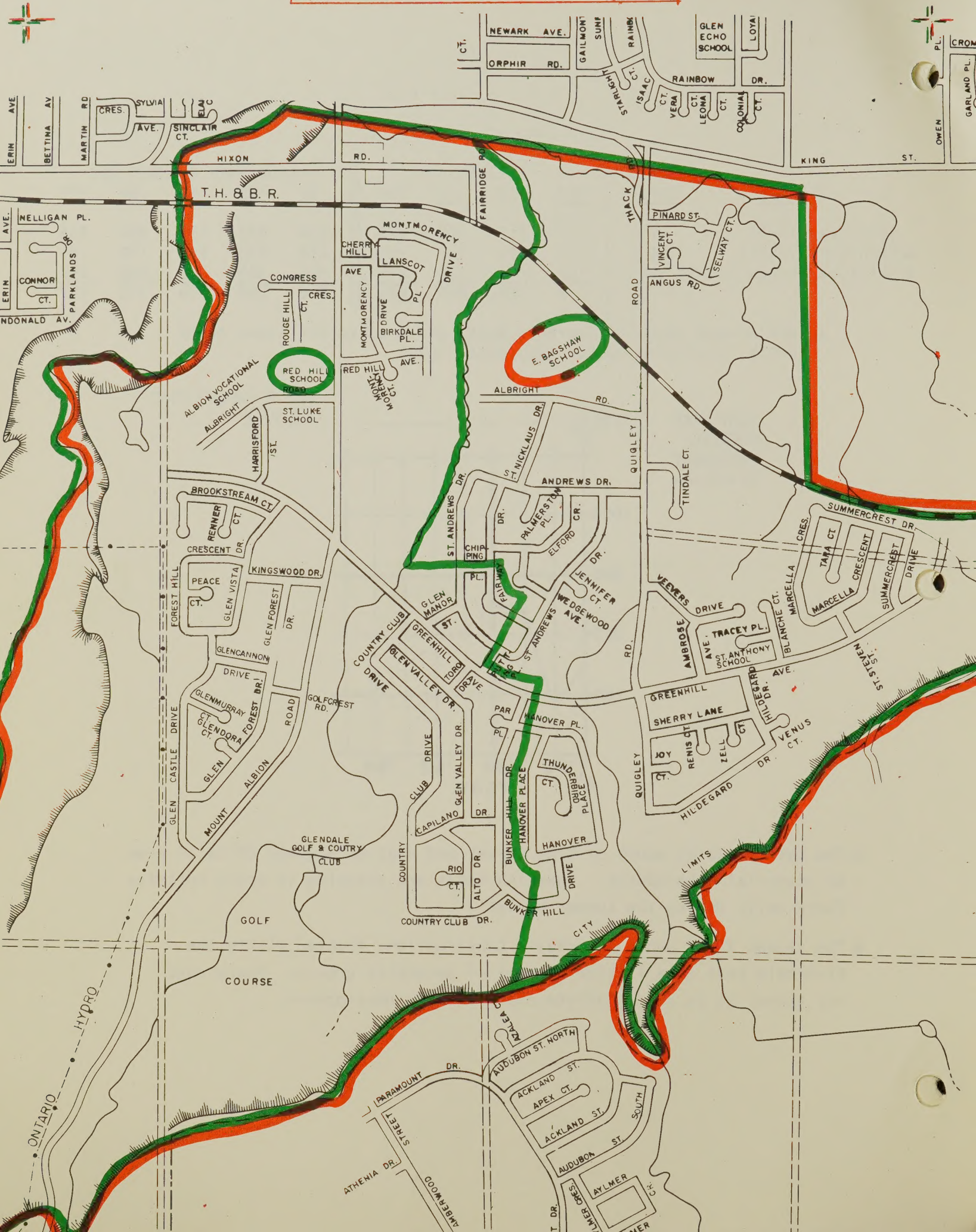
Glen Echo, Sir Isaac Brock

SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
Glen Brae (6-8)	420	357	312	308X	272	258	252	253	250	245
▲Glen Echo (JK-5)	409	274	261	251	247	216	200	191	172	165
▲Sir Isaac Brock (JK-5)	344	107	111	283	334	342	328	315	290	292
	1173	738	684	842	853	816	780	759	712	702

X Lake Avenue School (Riverdale East) students to Sir Isaac Brock Junior, Glen Brae Senior (September 1979).



- The Nash property south of King Street and west of Highway 20 is an area of potential development. Sunshine Homes are planning to start building forty units during the summer of 1981.
- The vacant field owned by McNally Construction, located within the Riverdale East area is also an area of potential growth. There does not appear to be any immediate plans for its development.

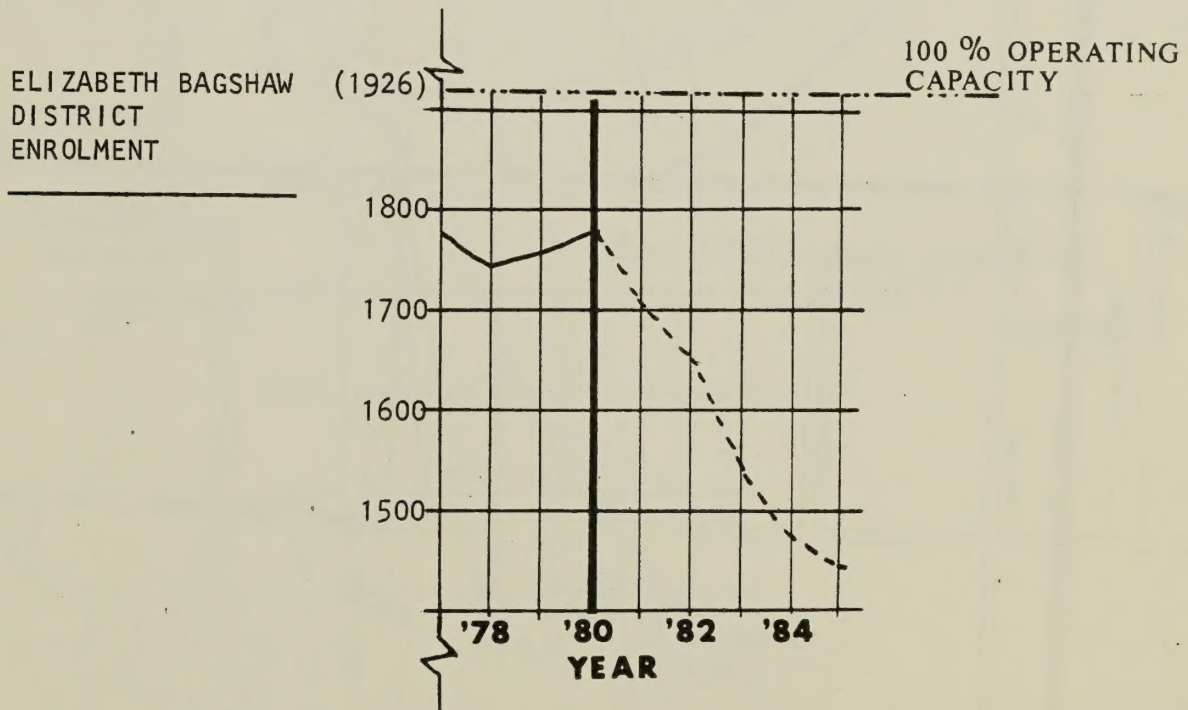


#22

ELIZABETH BAGSHAW

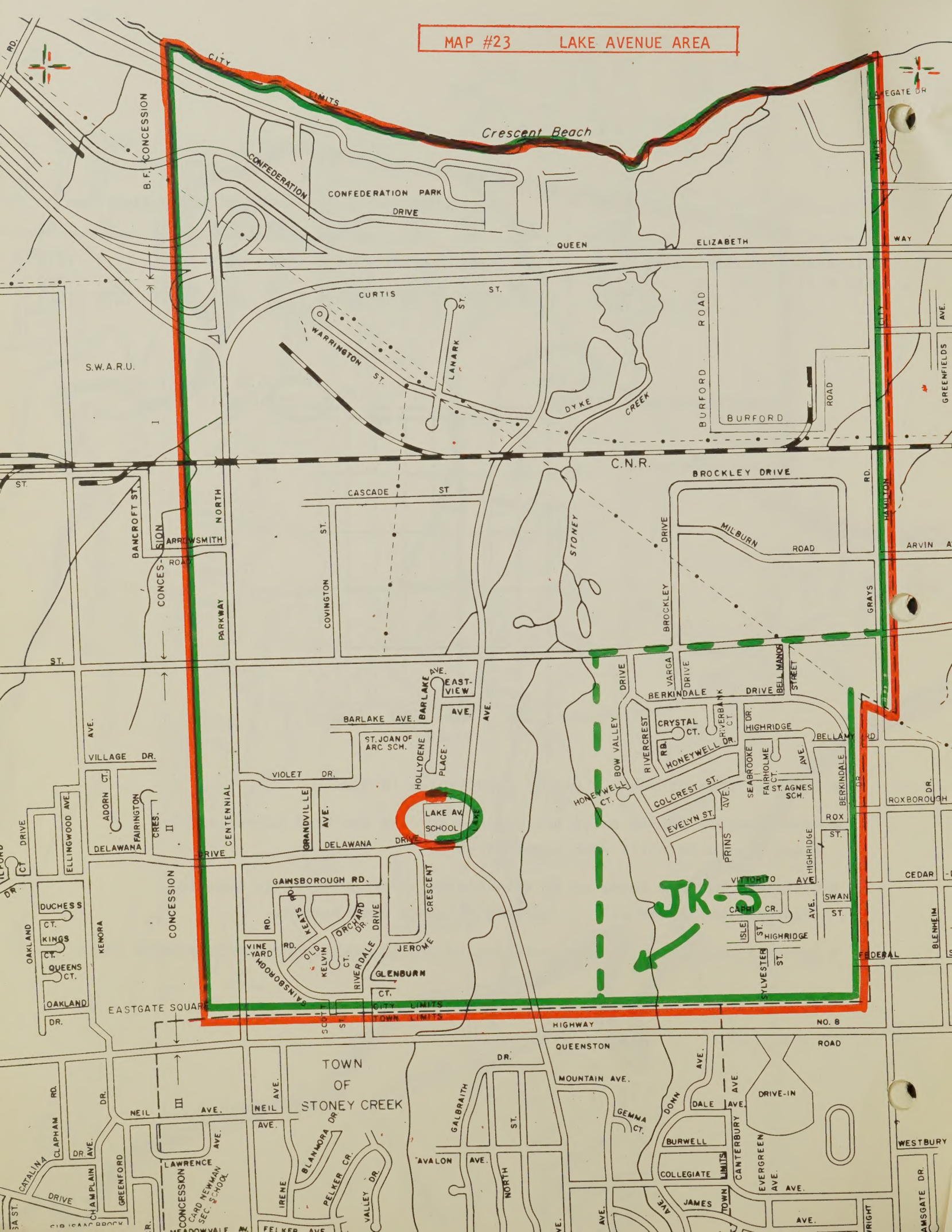
Red Hill

SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
▲ Elizabeth Bagshaw (JK-8)	1582	1338	1309	1332	1350	1294	1263	1155	1117	1116
+ ▲ Red Hill (JK-6)	344	439	432	427	439	415	395	382	361	349
	1926	1777	1741	1759	1789	1709	1658	1537	1478	1465



- Red Hill presently has 4 out of 5 portables in use.
- Approximately thirty units are planned for the Red Hill School area. These are to be built next summer (1981).
- Elizabeth Bagshaw seems to be stabilizing at about thirteen hundred students, while Red Hill is holding at about four hundred.
- Junior Kindergarten classes were introduced to both schools in September 1980.

LAKE AVENUE AREA

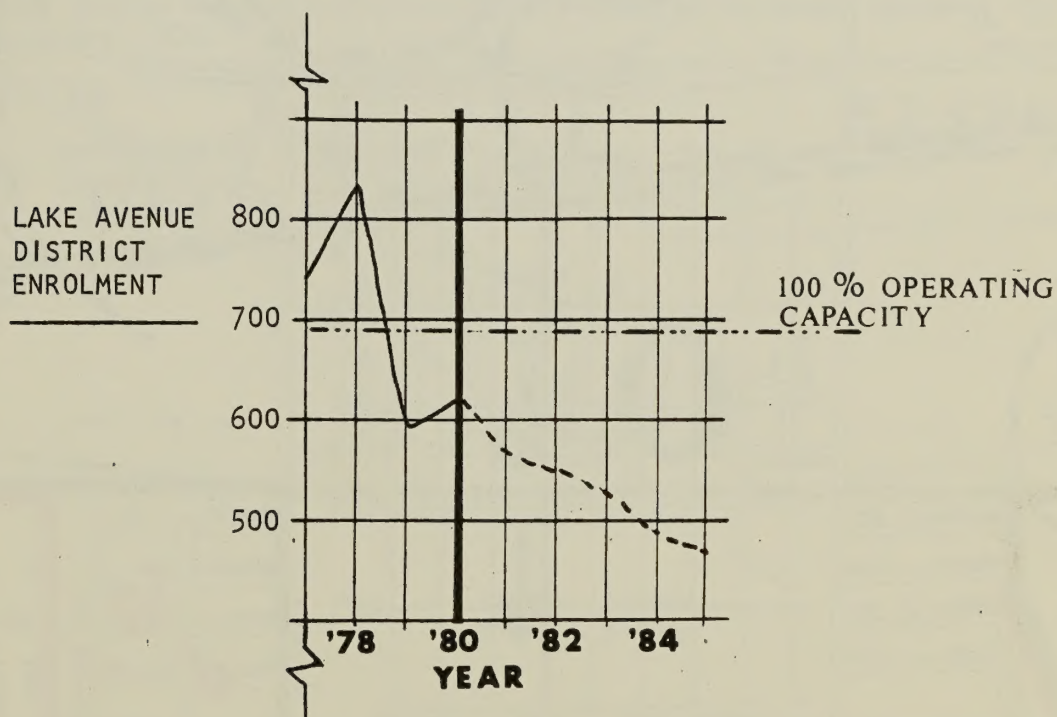


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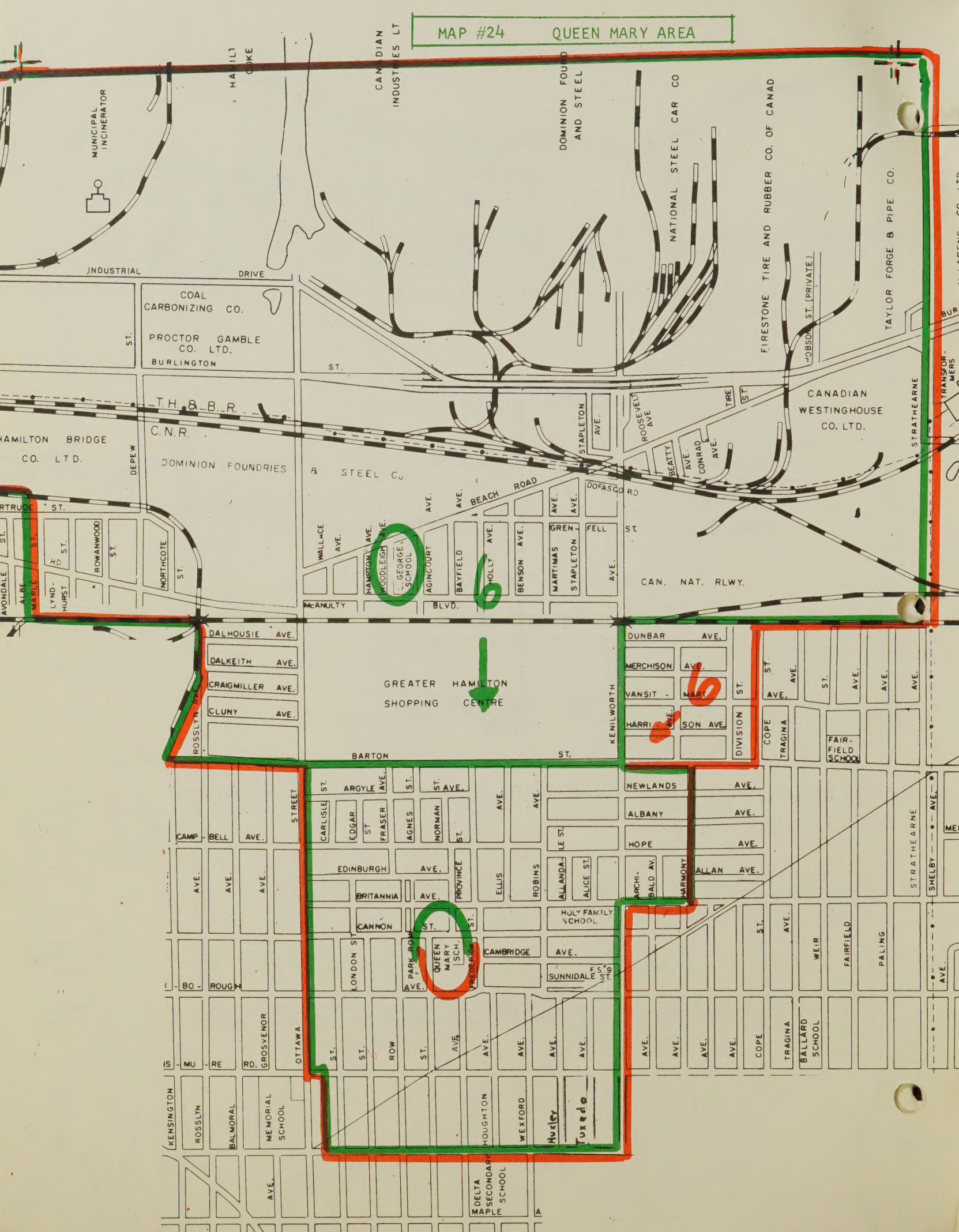
LAKE AVENUE

SCHOOL	OPER. CAP.	ENROLMENT				FIVE YEAR PROJECTIONS				
		'77	'78	'79	'80	'81	'82	'83	'84	'85
+▲ Lake Avenue (JK-8)	693	742	829	590X	622	570	546	525	487	471
	693	742	829	590	622	570	546	525	487	471

X Riverdale East students bused to Sir Isaac Brock and Glen Brae in September 1979.



- After transferring Riverdale East pupils to Sir Isaac Brock last year (September 1979).
- No new construction is planned in this immediate area.



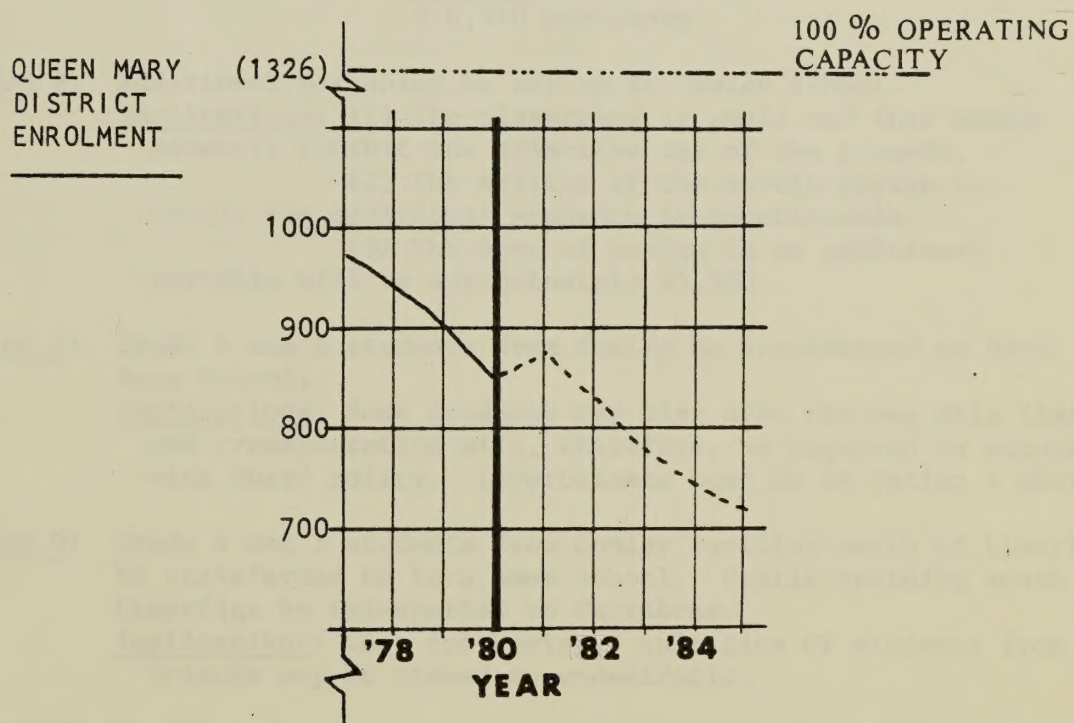
#24

Q U E E N M A R Y

Lloyd George

<u>SCHOOL</u>	<u>OPER. CAP.</u>	<u>ENROLMENT</u>				<u>FIVE YEAR PROJECTIONS</u>				
		<u>'77</u>	<u>'78</u>	<u>'79</u>	<u>'80</u>	<u>'81</u>	<u>'82</u>	<u>'83</u>	<u>'84</u>	<u>'85</u>
Queen Mary (JK-8)	858	623	606	686#	662	674	635	587	564	556
Lloyd George (JK-5)	504	353	332	214	204	206	193	185	178	170
	<u>1362</u>	<u>976</u>	<u>938</u>	<u>900</u>	<u>866</u>	<u>880</u>	<u>828</u>	<u>772</u>	<u>742</u>	<u>726</u>

Lloyd George Grades 6-8 students transferred to Queen Mary in September 1980.



- The transferring of Lloyd George's senior students to Queen Mary School (1979), has had a stabilizing effect on Queen Mary, but the area as a whole continues to decline.
- Lloyd George School seems to be stabilizing at two hundred.

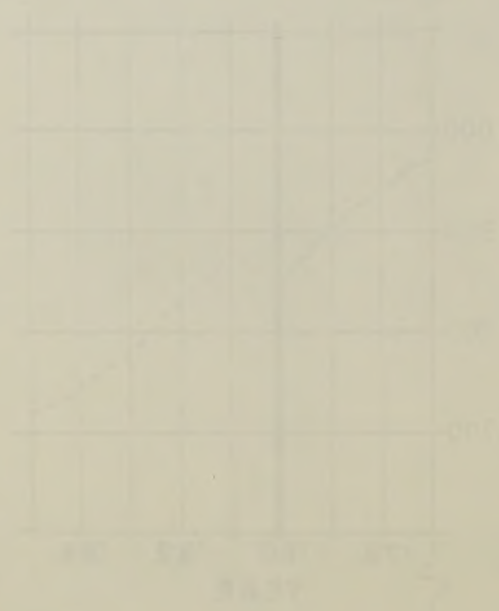
CHINA, 1949

1949

TREATMENT	FIVE YEAR PERCENTAGE			
	1949	1950	1951	1952
1949	100	100	100	100
1950	100	100	100	100
1951	100	100	100	100
1952	100	100	100	100

1. The first year of the five year plan was 1949. The second year was 1950. The third year was 1951. The fourth year was 1952. The fifth year was 1953.

1949



The first year of the five year plan was 1949. The second year was 1950. The third year was 1951. The fourth year was 1952. The fifth year was 1953.

The first year of the five year plan was 1949. The second year was 1950. The third year was 1951. The fourth year was 1952. The fifth year was 1953.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

COMLEY SCHOOL ACCOMMODATION - September 1981

The projections for Comley School for September 1981 far exceed the capacity of the building, and because the site is restricted, the addition of further portables is not desirable. In order to alleviate the pressure at this school, the following options are available.

Option A: Transport the Grade 4 and 5 students to Thornbrae School.

Implications: The cost of transportation will be

approximately - \$16,650

9,740 (estimated grant)

\$ 6,910 per annum

Option B: Additional portables be set up at Comley School.

Implications: (1) The playground is small and this would severely inhibit the effective use of the grounds.

(2) The ability of the septic system to handle the additional students is questionable.

(3) The cost of moving in an additional portable will be approximately \$5,500.

Option C: Grade 4 and 5 students from Comley be transferred to Vern Ames School.

Implications: Some students may live over the one mile limit and transportation will, therefore, be required in accordance with Board policy. (Approximate cost as in Option A above).

Option D: Grade 4 and 5 students from Comley residing north of Limeridge be transferred to Vern Ames School. Pupils residing south of Limeridge be transported to Thornbrae.

Implications: Cost for busing. Splitting of students from friends may be viewed as undesirable.

THE BOARD OF EDUCATION FOR THE CITY OF BOSTON

CITY SCHOOL REORGANIZATION - September 1981

The projections for Boston School for September 1981 are shown in the capacity of the building, and because the site is restricted, the addition of further capacity is not desirable. In order to alleviate the pressure on this school, the following options are available:

Option A: Transfer the Grade 5 and 6 students to Boston School.

Justification: The cost of reorganization will be

approximately \$10,000

\$2,500 (estimated grant)

\$7,500 net amount

Option B: Additional quarters be set up at Boston School.

Justification: The placement is small and this would

provide for the future use of the grounds.

(1) The ability of the school system to

handle the additional students is questionable.

(2) The cost of moving to an additional

quarters will be approximately \$5,000.

Option C: Grade 5 and 6 students from Boston School transferred to West

High School.

Justification: West High School has been the use of its

and reorganization will, therefore, be required to accommodate

with West High School. Reorganization cost as in Option A above.

Option D: Grade 5 and 6 students from Boston School transferred to Lincoln

High School. This would require the use of the

quarters be transferred to Lincoln.

Justification: West High School. Reorganization cost as in Option A above.

It would be a net cost of \$5,000.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

ACCOMMODATION REPORT - Recommendation Re: Wentworth Street School

The administration has recommended that the grade six students (25 in number) be transferred from Wentworth Street School to Tweedsmuir Senior School effective September, 1981. The discussion at the last meeting suggested that an optional transfer to Prince of Wales be considered. The administration has reviewed this matter and since these students would be attending Tweedsmuir Senior School for Grades 7 and 8, it is recommended that they also attend this school for their grade 6 program.

A major change or re-direction of students from Wentworth Street to Prince of Wales will have a significant and detrimental effect on programming at Tweedsmuir Senior School.

1981 01 06

THE BOARD OF EDUCATION FOR THE CITY OF BOSTON

ADMINISTRATIVE REPORT - THE COMMISSIONER OF THE BOSTON PUBLIC SCHOOLS

The Administration has recommended that the Board of Education (Board) be organized from November 1961 to December 1961. The Administration at the last meeting suggested that an official resolution be passed to be recommended. The Administration has reviewed this matter and since time is short, it would be desirable to recommend that the Board be organized in November 1961 and that they also attend this school for their first meeting. A major change in the organization of schools from November 1961 in Prince of Wales will have a significant and beneficial effect on the organization of the Board of Education.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1981 01 06

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Sherwood Heights Public School

The administration has reviewed the brief from the Review and Analysis Committee for Sherwood Heights. As a result of our analysis, it is recommended that Sherwood Heights remain open in September, 1981 and continue to be monitored. The possibility of twinning Sherwood Heights in September, 1982 should also be reviewed.

Rationale:

1. There are 170 students presently in the school. This will enable us to present a viable educational program.
2. The Junior Kindergarten has 20 students and the Kindergarten has 18 students. This should enable us to maintain a fairly stable population for the next few years.

Recommendation:

That Sherwood Heights remain open in September 1981 and continue to be monitored.

Prepared by: L. LeRoy

Submitted by: K. A. Rielly

Approved by: A. J. Krever

Approved by the
Board of Directors
on 10/10/01

Approved by the Board of Directors
on 10/10/01

Resolution No. 10-01

The Board of Directors of the Corporation has resolved that it will make a contribution of \$10,000 to the American Red Cross for the purpose of providing disaster relief to victims of the September 11, 2001 terrorist attacks. The Corporation has authorized the President to execute any agreement or instrument necessary to carry out this resolution.

Resolution No. 10-02

1. That the Corporation authorize the President to execute any agreement or instrument necessary to carry out this resolution.
2. That the Corporation authorize the President to execute any agreement or instrument necessary to carry out this resolution.

Approved by the Board of Directors
on 10/10/01

Approved by the Board of Directors
on 10/10/01

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1981 01 06.

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Bell Cairn Memorial Public School

The administration has reviewed the brief from the Review and Analysis Committee for Bell Cairn Memorial School and is recommending that the school be closed at the end of the 1980-81 school year. A further recommendation is that students be transported to Hillsdale Junior School with an option to attend Woodward Junior School as of September 1981.

Rationale:

1. Bell Cairn Memorial is operating at 14% of capacity.
2. There are two triple grades in 1980-81.
3. Hillsdale is operating at approximately 62% of capacity.
4. A viable program is not presently possible at Bell Cairn Memorial without additional staff.
5. The Official Plan, City of Hamilton, passed by the Ontario Municipal Board, indicates that the beach strip is to become a green area (park land) on the Lake Ontario side, and Industrial on the Burlington Bay side.

Recommendation:

It is recommended that Bell Cairn Memorial School be closed at the end of the 1980-81 school year, and that the students be transported to Hillsdale Junior School with an option to attend Woodward Junior School as of September 1981.

Prepared by: D. Rothwell
Submitted by: K. A. Rielly
Approved by: A. J. Krever

Enclosure
100-11-100
100-11-100
100-11-100

For the use of the
Department of Education
Department of Education

Section 100-11-100

Section 100-11-100

The Department has received the report from the Board of Education
that the Board of Education has recommended that the
School District of the City of New York be divided into
three districts for the purpose of the 1960-61 school year. A further
recommendation is that the Board of Education be authorized to
divide the City of New York into three districts for the purpose of the
1960-61 school year.

Section 100-11-100

1. The Board of Education is authorized to divide the City of New York into three districts for the purpose of the 1960-61 school year.
2. The Board of Education is authorized to divide the City of New York into three districts for the purpose of the 1960-61 school year.
3. The Board of Education is authorized to divide the City of New York into three districts for the purpose of the 1960-61 school year.
4. The Board of Education is authorized to divide the City of New York into three districts for the purpose of the 1960-61 school year.
5. The Board of Education is authorized to divide the City of New York into three districts for the purpose of the 1960-61 school year.
6. The Board of Education is authorized to divide the City of New York into three districts for the purpose of the 1960-61 school year.
7. The Board of Education is authorized to divide the City of New York into three districts for the purpose of the 1960-61 school year.
8. The Board of Education is authorized to divide the City of New York into three districts for the purpose of the 1960-61 school year.
9. The Board of Education is authorized to divide the City of New York into three districts for the purpose of the 1960-61 school year.
10. The Board of Education is authorized to divide the City of New York into three districts for the purpose of the 1960-61 school year.

Section 100-11-100

It is recommended that the Board of Education be authorized to divide the City of New York into three districts for the purpose of the 1960-61 school year. The Board of Education is authorized to divide the City of New York into three districts for the purpose of the 1960-61 school year.

Respectfully,
Sincerely,
Respectfully,
Sincerely,

Part D

S E C O N D A R Y

S C H O O L S

PART I

SECONDARY COMPOSITE AND GRADE 13 SCHOOLS

Table XVENROLMENT, GRADES 9 TO 12 INCLUSIVE

	ENROLMENT		<u>Changes in Enrolment</u>
	<u>1979</u>	<u>1980</u>	
UPPER HAMILTON (Gr. 9-12)	6030	5837	-193
LOWER HAMILTON (Gr. 9-12)	7758	7406	-352
UPPER HAMILTON (Gr. 13)	618	537	- 81
LOWER HAMILTON (Gr. 13)	622	647	+ 25
TOTALS	15,028	14,427	-601

Table XVIENROLMENT BY SCHOOLS

UPPER HAMILTON	1979	1980	OP. CAP.	%	LOWER HAMILTON	1979	1980	OP. CAP.	%
BARTON	1168	1137	1179	96	CHURCHILL	1204	1105	1259	88
HILL PARK	1192	1155	1252	92	DELTA	1325	1222	1662	74
MACNAB	1283	1229	1474	83	GLENDALE	1190	1204	1203	100
SHERWOOD	1256	1169	1406	83	MACDONALD	1351	1293	1636	79
WESTMOUNT	1131	1147	1260	91	SCOTT PARK	1032	956	1424	91
					VANIER	315	346		-
					WESTDALE	1341	1280	1576	81
TOTAL (GRADES 9-12)	6030	5837	6571		TOTAL (GRADES 9-12)	7758	7406	8760	
GR. 13 (SOUTHMOUNT)	618	537	1243	43	GR. 13 (H.C.I.)	622	647	904	72
TOTALS	6648	6374	7814		TOTALS	8380	8053	9664	

Decline (Upper Hamilton: 274

% Decline: 4.30%

Decline (Lower Hamilton): 327

% Decline: 4.06%

UNIT 1: THE HISTORY OF THE UNITED STATES

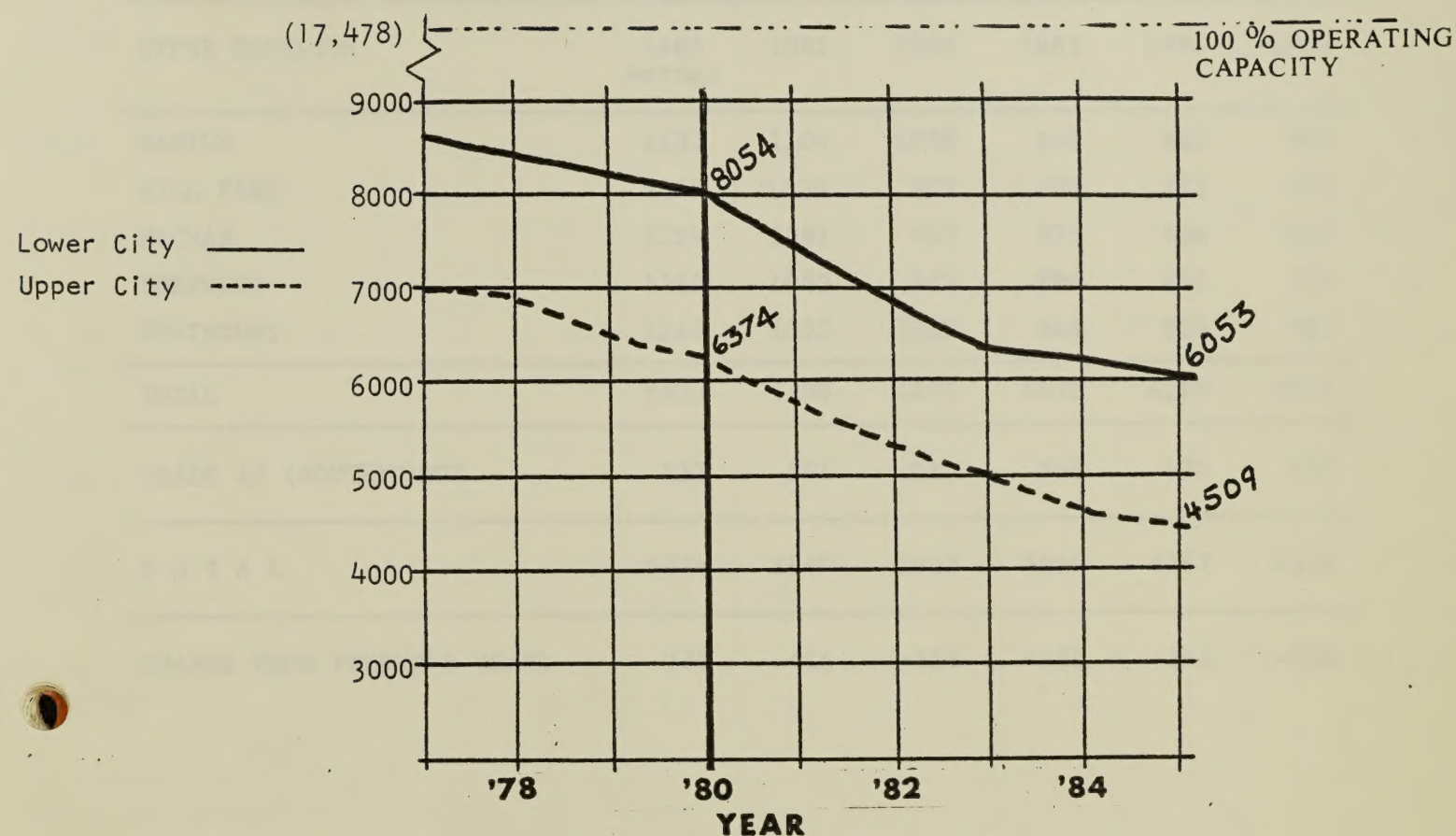
LESSON 1: THE FOUNDING FATHERS

NAME	BIRTH	DEATH	ROLE
George Washington	1732	1799	First President
John Adams	1735	1826	Second President
Thomas Jefferson	1743	1826	Third President
James Madison	1751	1836	Fourth President
James Monroe	1758	1831	Fifth President
John Quincy Adams	1767	1848	Sixth President
Andrew Jackson	1767	1845	Seventh President
Martin Van Buren	1781	1862	Eighth President
William Henry Harrison	1773	1841	Ninth President
John Tyler	1790	1862	Tenth President
James K. Polk	1795	1846	Eleventh President
Zachary Taylor	1784	1850	Twelfth President
Millard Fillmore	1818	1898	Thirteenth President
Franklin Pierce	1804	1879	Fourteenth President
James Buchanan	1791	1868	Fifteenth President
Abraham Lincoln	1809	1865	Sixteenth President
Andrew Johnson	1808	1875	Seventeenth President
Ulysses S. Grant	1822	1885	Eighteenth President
Rutherford B. Hayes	1822	1893	Nineteenth President
James A. Garfield	1831	1881	Twentieth President
Chester A. Arthur	1829	1886	Twenty-first President
William McKinley	1827	1898	Twenty-second President
Theodore Roosevelt	1858	1919	Twenty-sixth President
Woodrow Wilson	1872	1919	Twenty-eighth President
Warren G. Harding	1871	1923	Twenty-ninth President
Calvin Coolidge	1892	1933	Thirtieth President
Herbert Hoover	1894	1963	Thirty-first President
Franklin D. Roosevelt	1882	1945	Thirty-second President
Harry S. Truman	1894	1972	Thirty-third President
Dwight D. Eisenhower	1894	1969	Thirty-fourth President
John F. Kennedy	1917	1963	Thirty-fifth President
Lyndon B. Johnson	1908	1973	Thirty-sixth President
Richard Nixon	1913	1994	Thirty-seventh President
Jimmy Carter	1924	2021	Thirty-ninth President
Gerald R. Ford	1913	2021	Fortieth President
Ronald Reagan	1918	2021	Forty-first President
Jimmy Carter	1924	2021	Forty-second President
Richard Nixon	1913	1994	Forty-third President
Gerald R. Ford	1913	2021	Forty-fourth President
Ronald Reagan	1918	2021	Forty-fifth President
Jimmy Carter	1924	2021	Forty-sixth President
Richard Nixon	1913	1994	Forty-seventh President
Gerald R. Ford	1913	2021	Forty-eighth President
Ronald Reagan	1918	2021	Forty-ninth President
Jimmy Carter	1924	2021	Fiftieth President

LESSON 2: THE AMERICAN WEST

NAME	BIRTH	DEATH	ROLE
John G. Downey	1827	1892	First Governor
John W. Foster	1839	1914	Second Governor
John S. Gurnea	1841	1914	Third Governor
John S. Gurnea	1841	1914	Fourth Governor
John S. Gurnea	1841	1914	Fifth Governor
John S. Gurnea	1841	1914	Sixth Governor
John S. Gurnea	1841	1914	Seventh Governor
John S. Gurnea	1841	1914	Eighth Governor
John S. Gurnea	1841	1914	Ninth Governor
John S. Gurnea	1841	1914	Tenth Governor
John S. Gurnea	1841	1914	Eleventh Governor
John S. Gurnea	1841	1914	Twelfth Governor
John S. Gurnea	1841	1914	Thirteenth Governor
John S. Gurnea	1841	1914	Fourteenth Governor
John S. Gurnea	1841	1914	Fifteenth Governor
John S. Gurnea	1841	1914	Sixteenth Governor
John S. Gurnea	1841	1914	Seventeenth Governor
John S. Gurnea	1841	1914	Eighteenth Governor
John S. Gurnea	1841	1914	Nineteenth Governor
John S. Gurnea	1841	1914	Twentieth Governor
John S. Gurnea	1841	1914	Twenty-first Governor
John S. Gurnea	1841	1914	Twenty-second Governor
John S. Gurnea	1841	1914	Twenty-third Governor
John S. Gurnea	1841	1914	Twenty-fourth Governor
John S. Gurnea	1841	1914	Twenty-fifth Governor
John S. Gurnea	1841	1914	Twenty-sixth Governor
John S. Gurnea	1841	1914	Twenty-seventh Governor
John S. Gurnea	1841	1914	Twenty-eighth Governor
John S. Gurnea	1841	1914	Twenty-ninth Governor
John S. Gurnea	1841	1914	Thirtieth Governor
John S. Gurnea	1841	1914	Thirty-first Governor
John S. Gurnea	1841	1914	Thirty-second Governor
John S. Gurnea	1841	1914	Thirty-third Governor
John S. Gurnea	1841	1914	Thirty-fourth Governor
John S. Gurnea	1841	1914	Thirty-fifth Governor
John S. Gurnea	1841	1914	Thirty-sixth Governor
John S. Gurnea	1841	1914	Thirty-seventh Governor
John S. Gurnea	1841	1914	Thirty-eighth Governor
John S. Gurnea	1841	1914	Thirty-ninth Governor
John S. Gurnea	1841	1914	Fortieth Governor
John S. Gurnea	1841	1914	Forty-first Governor
John S. Gurnea	1841	1914	Forty-second Governor
John S. Gurnea	1841	1914	Forty-third Governor
John S. Gurnea	1841	1914	Forty-fourth Governor
John S. Gurnea	1841	1914	Forty-fifth Governor
John S. Gurnea	1841	1914	Forty-sixth Governor
John S. Gurnea	1841	1914	Forty-seventh Governor
John S. Gurnea	1841	1914	Forty-eighth Governor
John S. Gurnea	1841	1914	Forty-ninth Governor
John S. Gurnea	1841	1914	Fiftieth Governor

John S. Gurnea was the first Governor of the State of California. He served from 1850 to 1852. He was a member of the Whig Party. He was a lawyer and a politician. He was a member of the California State Senate. He was a member of the California State Assembly. He was a member of the California State Board of Supervisors. He was a member of the California State Board of Education. He was a member of the California State Board of Agriculture. He was a member of the California State Board of Commerce. He was a member of the California State Board of Labor. He was a member of the California State Board of Mines. He was a member of the California State Board of Railroads. He was a member of the California State Board of Water. He was a member of the California State Board of Fisheries. He was a member of the California State Board of Forestry. He was a member of the California State Board of Game. He was a member of the California State Board of Poultry. He was a member of the California State Board of Swine. He was a member of the California State Board of Cattle. He was a member of the California State Board of Horses. He was a member of the California State Board of Sheep. He was a member of the California State Board of Goats. He was a member of the California State Board of Pigs. He was a member of the California State Board of Chickens. He was a member of the California State Board of Ducks. He was a member of the California State Board of Geese. He was a member of the California State Board of Turkeys. He was a member of the California State Board of Rabbits. He was a member of the California State Board of Squirrels. He was a member of the California State Board of Beavers. He was a member of the California State Board of Muskrats. He was a member of the California State Board of Otters. He was a member of the California State Board of Weasels. He was a member of the California State Board of Skunks. He was a member of the California State Board of Badgers. He was a member of the California State Board of Possums. He was a member of the California State Board of Coon. He was a member of the California State Board of Fox. He was a member of the California State Board of Wolf. He was a member of the California State Board of Dog. He was a member of the California State Board of Cat. He was a member of the California State Board of Bird. He was a member of the California State Board of Fish. He was a member of the California State Board of Insect. He was a member of the California State Board of Plant. He was a member of the California State Board of Mineral. He was a member of the California State Board of Fossil. He was a member of the California State Board of Meteorite. He was a member of the California State Board of Comet. He was a member of the California State Board of Asteroid. He was a member of the California State Board of Planet. He was a member of the California State Board of Star. He was a member of the California State Board of Galaxy. He was a member of the California State Board of Universe.

COMPOSITE AND GRADE 13 ENROLMENTTable XVII(a) SECONDARY SCHOOL (COMPOSITE) PROJECTED ENROLMENTS (SEPT. 30)

	1980 Actual	1981	1982	1983	1984	1985
(9-12)	13,243	12,317	11,197	10,364	10,111	9,646
(Grade 13)	1,184	1,174	1,198	1,127	988	916
TOTAL	14,427	13,491	12,395	11,491	11,099	10,562
CHANGE FROM PREVIOUS YEAR	-601	-936	-1,096	-904	-392	-537

TOTAL DECLINE FROM September 30, 1980 to September 30, 1985	-	3,865
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COMPARISON OF 1950-51 EMPLOYMENT

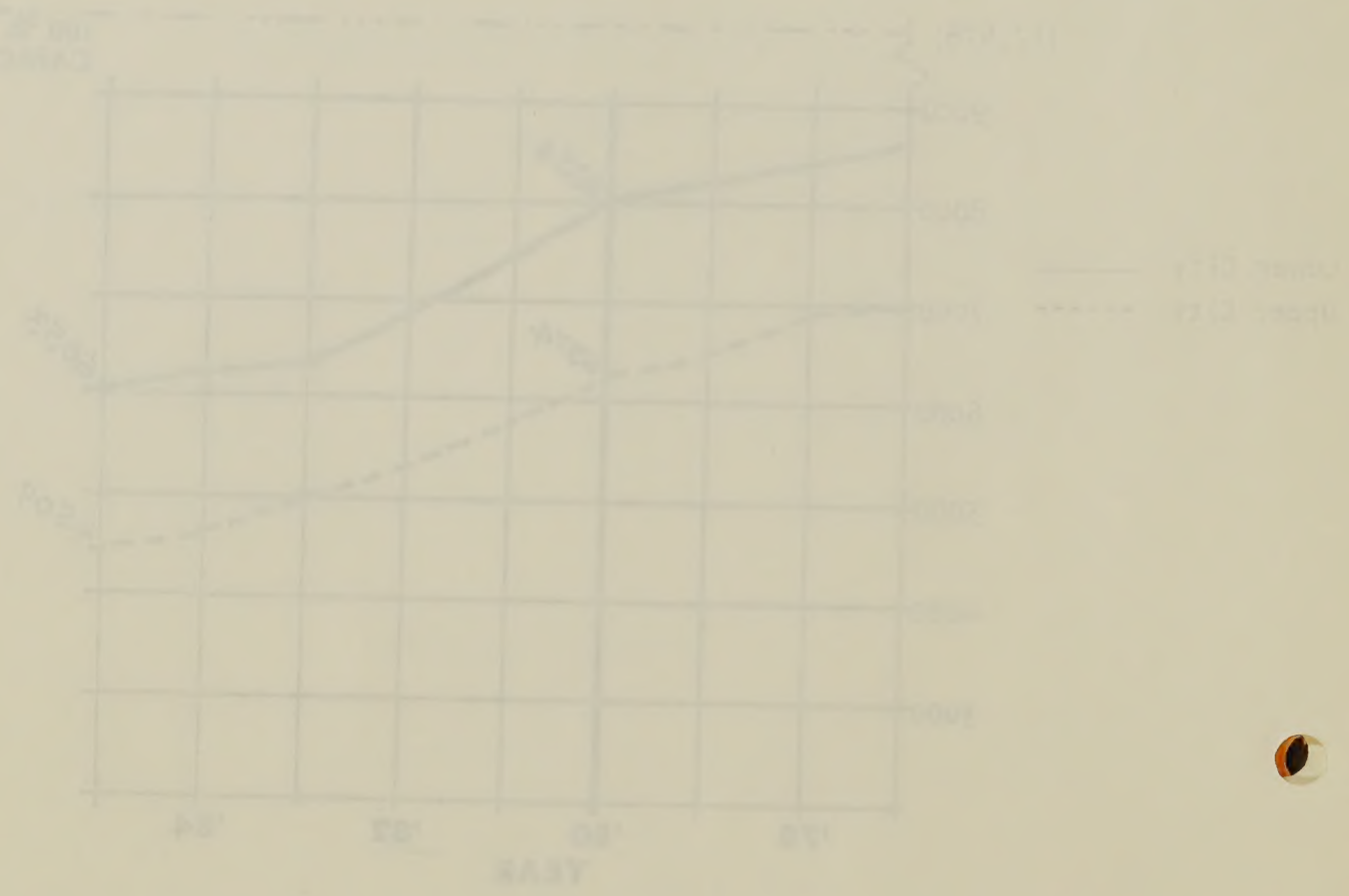


TABLE 1. EMPLOYMENT TRENDS (1948-1954)

Year	1948	1949	1950	1951	1952	1953	1954
Total Employment	4,500	5,000	5,500	6,000	6,500	7,000	8,500
Government Employment	3,500	3,800	4,200	4,500	4,800	5,000	5,500
Private Employment	1,000	1,200	1,300	1,500	1,700	2,000	3,000

TOTAL EMPLOYMENT FROM SEPTEMBER 30, 1948 TO SEPTEMBER 30, 1954

SECONDARY SCHOOLS - Continued

Table XVII (b) SECONDARY SCHOOLS (COMPOSITE) PROJECTED ENROLMENT BY SCHOOLS

UPPER HAMILTON	1980 Actual	1981	1982	1983	1984	1985
BARTON	1137	1104	1036	969	927	884
HILL PARK	1155	1039	907	788	723	675
MACNAB	1229	1081	927	875	896	870
SHERWOOD	1169	1083	982	896	820	774
WESTMOUNT	1147	1092	1019	944	929	869
TOTAL	5837	5399	4871	4472	4295	4072
GRADE 13 (SOUTHMOUNT)	537	561	571	538	472	437
T O T A L	6374	5960	5442	5010	4767	4509
CHANGE FROM PREVIOUS YEARS	-274	-414	-518	-432	-243	-258

Table XVII (c)

LOWER HAMILTON	1980 Actual	1981	1982	1983	1984	1985
CHURCHILL	1105	1016	931	901	890	834
DELTA	1222	1078	963	929	914	909
GLENDALE	1204	1144	1066	1000	976	964
MACDONALD	1293	1279	1221	1102	1112	1062
SCOTT PARK	956	912	826	767	766	700
VANIER	346	333	301	271	253	232
WESTDALE	1280	1156	1018	922	905	873
TOTAL	7406	6918	6326	5892	5816	5574
GRADE 13 (H.C.I.)	647	613	627	589	516	479
T O T A L	8053	7531	6953	6481	6332	6053
CHANGE FROM PREVIOUS YEARS	-327	-522	-578	-472	-149	-279

Table XVII (b) RECAPITULATORY SUMMARY - FISCAL YEAR 1982 AND REMOVAL OF DEBTS

DEBT MATURITY	1980 Actual	1981	1982	1983	1984
GENERAL	1137	1004	1036	953	824
WATER	1182	1036	907	788	673
SEWER	1238	1082	937	873	770
STREET	1188	1082	982	899	784
TELEPHONE	1121	1002	1019	942	819
TOTAL	5867	5206	4962	4555	3870
DEBT AS PERCENTAGE	22	20	19	18	17
TOTAL	6170	5200	5445	5370	4780
CHANGE FROM PREVIOUS YEAR	-12	-41	-21	-42	-19

Table XVII (c)

DEBT MATURITY	1980 Actual	1981	1982	1983	1984
GENERAL	1182	1004	937	891	784
WATER	1282	1036	907	823	708
SEWER	1304	1144	1069	1000	876
STREET	1293	1136	1037	1003	883
TELEPHONE	928	812	858	787	708
WATER	948	812	801	771	692
STREET	1280	1136	1037	973	873
TOTAL	7028	6048	6138	5881	5524
DEBT AS PERCENTAGE	22	20	19	18	17
TOTAL	6023	5011	5082	4881	4521
CHANGE FROM PREVIOUS YEAR	-21	-112	-81	-45	-26

SECONDARY SCHOOL ENROLMENT PROJECTIONS
ALL ENROLMENTS AS OF SEPTEMBER 30, EACH YEAR

SCHOOL	OP. CAP.	GRADE	1977	1978	1979	Actual 1980	Projected 1981	1982	1983	1984	1985
BARTON	1179	9-12	1156	1174	1168	1137	1104	1036	969	927	884
		9-13					1181	1117	1050	993	956
DELTA	1662	9-12	1593	1463	1325	1222	1078	963	929	914	909
		9-13					1182	1107	1019	1010	981
G. P. VANIER		9-12	281	295	315						
		9-13				346	333	301	271	253	232
GLENDALÉ	1203	9-12	1136	1163	1190	1204	1144	1066	1000	976	964
		9-13					1254	1180	1116	1090	1061
HILL PARK	1252	9-12	1271	1264	1192	1155	1039	907	788	723	675
		9-13					1151	1019	895	817	751
SCOTT PARK	1424	9-12	1099	1063	1032	956	912	826	767	766	700
		9-13					1000	917	847	844	776
WILLOWWOOD	1406	9-12	1233	1304	1256	1169	1083	982	896	820	774
		9-13					1210	1112	1019	930	873
SIR ALLAN MACNAB	1474	9-12	1327	1399	1283	1229	1081	927	875	896	870
		9-13					1241	1075	1000	1009	972
SIR JOHN A. MACDONALD	1636	9-12	1341	1386	1351	1293	1279	1221	1102	1112	1062
		9-13					1333	1272	1154	1157	1114
SIR WINSTON CHURCHILL	1259	9-12	1229	1201	1204	1105	1016	931	901	890	834
		9-13					1073	989	979	934	878
WESTDALE	1576	9-12	1414	1375	1341	1280	1156	1018	922	905	873
		9-13					1329	1190	1092	1037	1005
WESTMOUNT	1260	9-12	1268	1194	1131	1147	1092	1019	944	929	869
							1204	1116	1049	1025	963
TOTALS		(Including H.C.I. & Southmount)				14427	13491	12395	11491	11099	10562

Summary

The decline in enrolment for 1980 in the Secondary Composite and Grade 13 schools was not as great as predicted (601 vs 809 predicted).

From the last three tables it would appear that the enrolment in each of the Secondary Composite schools will remain above 750 until 1983. Hill Park will drop to 723 in 1984. In 1985 Hill Park and Scott Park will be in difficulty with the enrolment dropping to 675 and 700 respectively. All the other schools will be above 750 with most of them having enrolments between 800 and 1,000 students.

The Grade 13 schools will gradually experience a drop in enrolment over the next five years dropping to 479 at H.C.I. and 437 at Southmount.

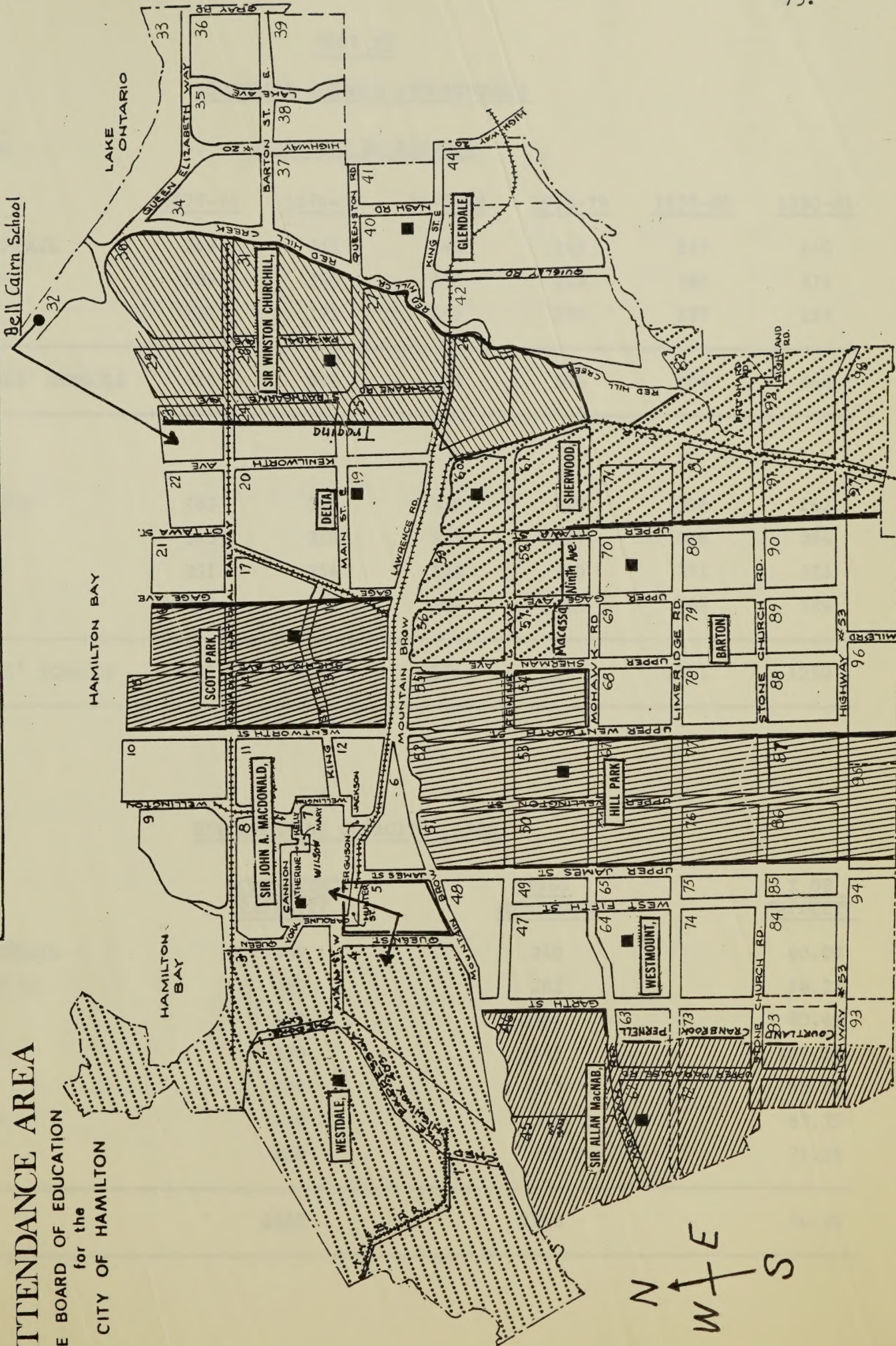
Viable programmes could be given in each of the Secondary schools through until 1984 if the predictions hold true. Some areas of specialization may have to be discontinued in some schools such as Hill Park and Scott Park.

1930-81

COMPOSITE SECONDARY SCHOOLS GRADE 9 BOUNDARIES

ATTENDANCE AREA

THE BOARD OF EDUCATION
for the
CITY OF HAMILTON





18-0-81
COMPOSITE RECORDS
SAPADUOR & ADAS

AREA DEVELOPMENT
AND STAFF IN TROUSERS
CITY OF WASHINGTON
1910

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N
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W

PART IISECONDARY SCHOOLS (VOCATIONAL)Table XIXENROLMENT BY SCHOOLS

<u>SCHOOL</u>	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
AGNES MACPHAIL	249	242	240	245	237	240
BRIARWOOD	339	360	375	375	382	375
CALEDON	237	271	247	276	287	253
TOTAL GIRLS' SCHOOLS	825	873	862	896	906	868
AINSLIE WOOD	283	310	315	319	306	262
ALBION	343	319	313	317	316	364
CRESTWOOD	351	354	338	350	351	335
PARKVIEW	315	309	309	313	288	289
TOTAL BOYS' SCHOOLS	1292	1292	1275	1299	1261	1250

Table XXENROLMENT VS CAPACITY (1980)

<u>SCHOOL</u>	<u>OPERATING CAPACITY</u>	<u>1980 ENROLMENT</u>	<u>% OF CAPACITY</u>
AGNES MACPHAIL	400	240	60.00
AINSLIE WOOD	450	262	58.22
ALBION	450	364	80.89
BRIARWOOD	350	375	107.14
CALEDON	400	253	63.25
CRESTWOOD	400	335	83.75
PARKVIEW	400	289	72.25
TOTAL	2850	2118	74.32

PART II

REQUIREMENT SCHEDULE (CONTINUED)

REQUIREMENT BY SCHOOL

Table VI

SCHOOL	1971-72	1972-73	1973-74	1974-75	1975-76
ALBANY HIGH SCHOOL	245	245	245	245	245
ALBANY MIDDLE SCHOOL	235	235	235	235	235
ALBANY JUNIOR HIGH SCHOOL	235	235	235	235	235
TOTAL ALBANY SCHOOLS	715	715	715	715	715
ALBANY MIDDLE SCHOOL	245	245	245	245	245
ALBANY JUNIOR HIGH SCHOOL	235	235	235	235	235
ALBANY HIGH SCHOOL	235	235	235	235	235
TOTAL ALBANY SCHOOLS	715	715	715	715	715

REQUIREMENT BY CAPACITY (1971)

Table VII

SCHOOL	1971	1972	1973	1974	1975
ALBANY HIGH SCHOOL	245	245	245	245	245
ALBANY MIDDLE SCHOOL	235	235	235	235	235
ALBANY JUNIOR HIGH SCHOOL	235	235	235	235	235
ALBANY HIGH SCHOOL	245	245	245	245	245
ALBANY MIDDLE SCHOOL	235	235	235	235	235
ALBANY JUNIOR HIGH SCHOOL	235	235	235	235	235
TOTAL ALBANY SCHOOLS	715	715	715	715	715

SECONDARY SCHOOLS (VOCATIONAL)Table XXI (a)PROJECTED ENROLMENTS (SEPT. '30)

	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>
	2118	2066	1997	1897	1824	1757
Change from previous year	- 49	- 52	- 69	-100	- 73	- 67

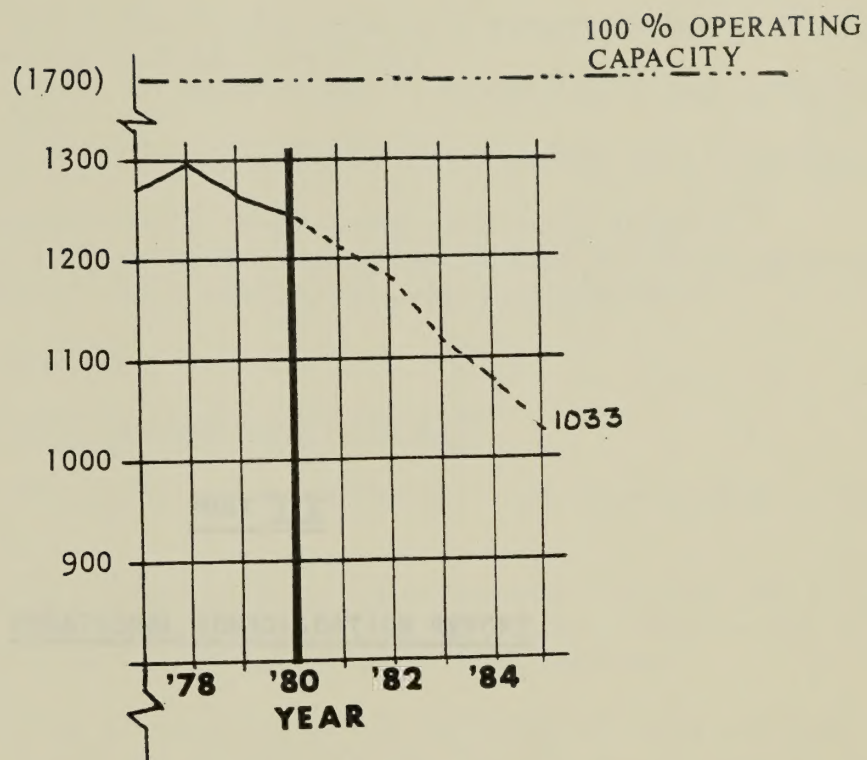
Table XXI (b)PROJECTED ENROLMENTS BY SCHOOL

<u>SCHOOL</u>	<u>1980</u> Actual	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>
AGNES MACPHAIL	240	232	224	213	204	197
AINSLIE WOOD	262	272	262	249	241	231
ALBION	364	327	316	300	288	278
BRIARWOOD	375	362	349	332	319	307
CALEDON	253	257	250	237	228	220
CRESTWOOD	335	331	320	304	292	281
PARKVIEW	289	285	276	262	252	243
TOTAL	2118	2066	1997	1897	1824	1757

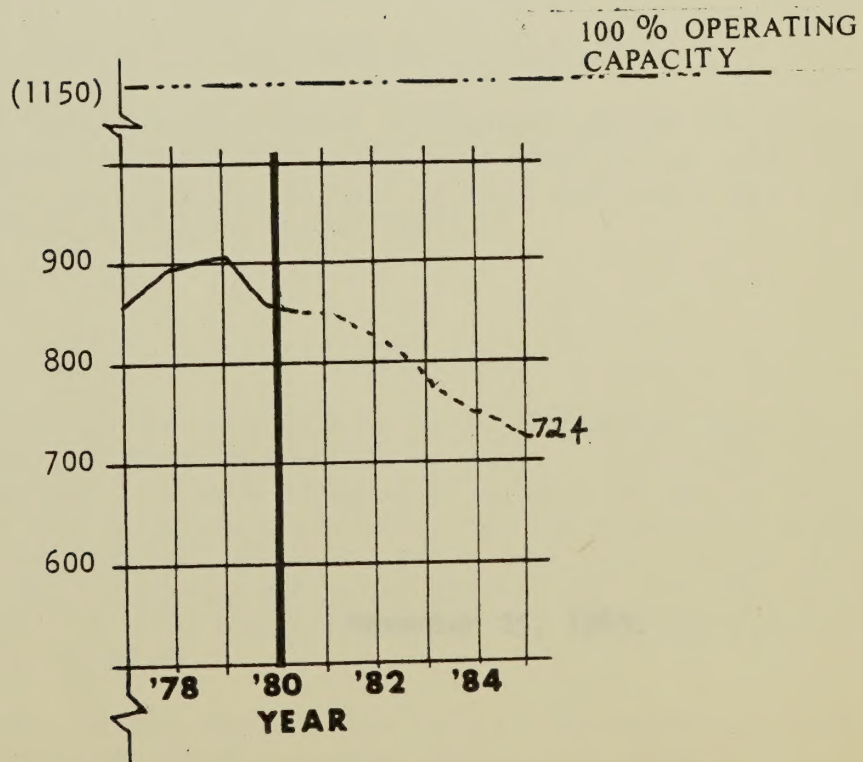
The drop in enrolment for 1980 was approximately half of that predicated (49 vs 110 students). The schools continue to operate at a fairly high percentage of capacity (74.32). Agnes Macphail, Ainslie Wood and Caledon are operating at a relatively low capacity (60.00, 58.22 and 63.25).

No recommendations are to be made at this time until a decision has been reached on the Vocational Consolidation Report (see following section, Part III).

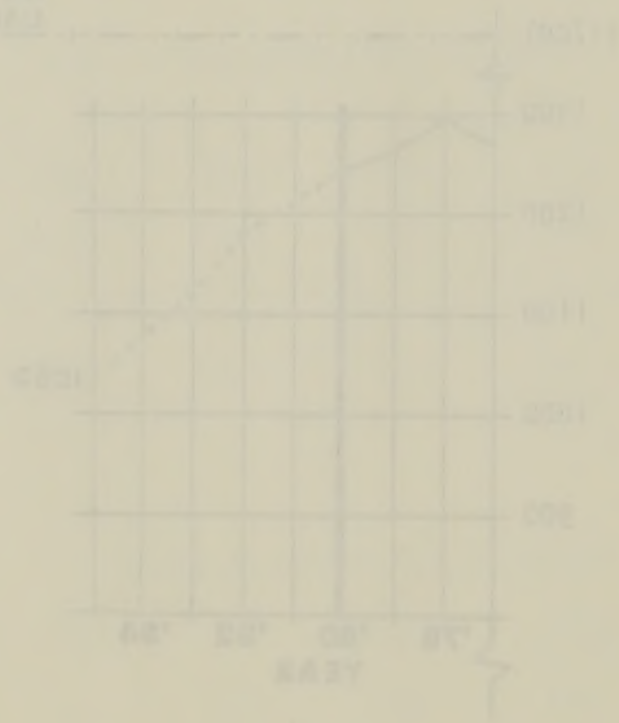
BOYS' VOCATIONAL
SCHOOLS
ENROLMENT



GIRLS' VOCATIONAL
SCHOOLS
ENROLMENT

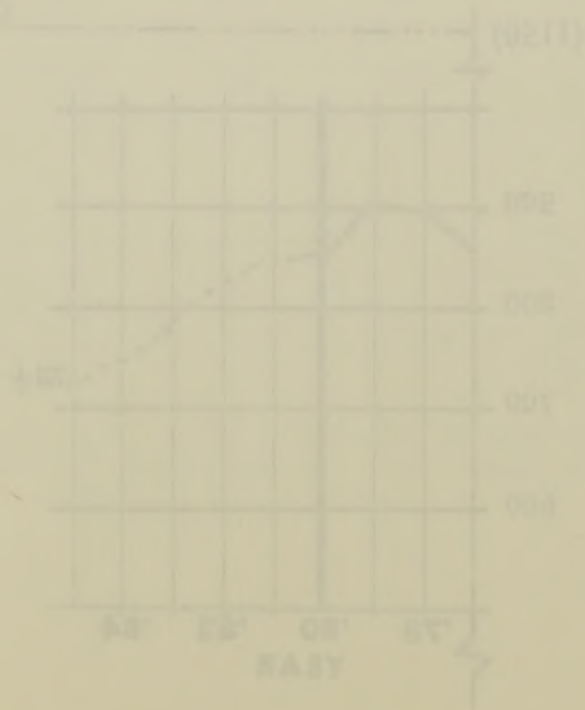


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 BUREAU OF ECONOMIC ANALYSIS

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 BUREAU OF ECONOMIC ANALYSIS

PART III

VOCATIONAL CONSOLIDATION REPORT

November 25, 1980.

PART I

VEGETATION CORRELATION REPORT

November 22, 1961

When the Vocational School Study Report went to the Board in September, 1980, it was accompanied by the following recommendation from Senior Management:

"The Administration include in the Director's Accommodation Report, an analysis of the following recommendations:

- (a) Ainslie Wood School (or Agnes Macphail School) be closed effective September 1, 1981.
- (b) Agnes Macphail (Ainslie Wood School) be converted to a co-educational facility.
- (c) Students be redistributed to existing vocational schools.

NOTE: This report will contain an analysis related to impact on programme, staff, students and a costing for plant alterations."

Following, is such an analysis.

AGNES MACPHAIL/AINSLIE WOOD CO-EDUCATIONAL FACILITY

A review of the construction of Agnes Macphail and Ainslie Wood points out the following:

- 1. Ceiling height in ground floor shops at Agnes Macphail is only 10' 6" (to underside of beams) and 12' 6" (to underside of slabs). This is too low for shops such as Auto Servicing and Building Construction.
- 2. Excavation, underpinning of existing walls, building of ramps and lowering of floors in order to provide suitable height for the above shops at Agnes Macphail is not practical.
- 3. A building addition at Agnes Macphail for these shops would be extremely difficult because of site limitations and steep grades.
- 4. Classrooms in both schools are only 620-650 square feet which is below the present Ministry of Education requirements of 700 square feet.
- 5. Ainslie Wood has better facilities than does Agnes Macphail.

Discussions with the Deputy Administrator (Buildings) points out quite clearly that Ainslie Wood is preferable to Agnes Macphail as a possible co-educational facility. Impact on programme, staff and students, as well as cost estimates, are based, therefore, on converting Ainslie Wood to a co-educational facility.

IMPACT ON PROGRAMME

A. Academic Programme

The majority of academic subjects presently being offered at Agnes Macphail and Ainslie Wood could be organized on a co-educational basis. This would include English, Mathematics, History, Geography, Science and activities carried out in the Library. The portable partition in the gymnasium could allow for sex-segregated physical education classes. For some physical education activities, two classes could be combined in each half of the gymnasium; for other activities, only one class would be able to be accommodated. In addition, the possibility of co-educational physical education classes could be explored.

It should be noted that later accommodation figures are based on all academic areas, except physical education, being co-educational at all times.

When the Vocational School Study Report was sent to the Board in December, 1966, it was accompanied by the following recommendations from the Study Committee:

"The Administration includes in the Director's Recommendation Report, an analysis of the following recommendations:

(a) Alvin School (for Agnes Hospital) should be closed effective September 1, 1967.

(b) Agnes Hospital (Alvin School) be converted to a co-educational facility.

(c) Alvin School be rededicated to existing vocational schools.

NOTE: This report will contain an analysis related to impact on programs, staff, students and a meeting for plant alterations."

Following is such an analysis.

AGNES HOSPITAL/ALVIN SCHOOL CO-EDUCATIONAL FACILITY

A review of the construction of Agnes Hospital and Alvin School points out the following:

1. Ceiling height in ground floor areas at Agnes Hospital is only 10' 6" (no outside of walls) and 12' 6" (no outside of walls). This is too low for shops such as Auto Training and Building Construction.

2. Expansion, underpinning of existing walls, building of ramps and leveling of floors is needed to provide suitable heights for the above shops at Agnes Hospital is not practical.

3. A building addition at Agnes Hospital for these shops would be extremely difficult because of site limitations and steep grades.

4. Classrooms in both schools are only 500-600 square feet which is below the present Ministry of Education requirement of 500 square feet.

5. Alvin School has better facilities than does Agnes Hospital.

Discussion with the County Administrator (Building) points out quite clearly that Alvin School is preferable to Agnes Hospital as a possible co-educational facility. Impact on programs, staff and students, as well as cost estimates, are being studied on converting Alvin School to a co-educational facility.

IMPACT ON PROGRAMS

1. Academic Programs

The majority of academic subjects presently being offered at Agnes Hospital and Alvin School could be organized on a co-educational basis. This would include English, Mathematics, Science, and Art. Activities offered out in the library, The outdoor garden in the gymnasium could also be used for co-educational purposes. For some physical education activities, two classes could be conducted in each half of the gymnasium for boys and girls. Only one class would be able to be accommodated. In addition, the possibility of co-educational physical education classes could be explored.

It should be noted that later recommendations further are based on all academic areas, except physical education, being co-educational at all times.

B. Vocational Programme

Following is a listing of the vocational areas presently operating at Agnes Macphail and Ainslie Wood:

Agnes Macphail

Typing
Foods (Quantity Cooking)
Foods (Restaurant)
Motel-Hotel Management
Dry Cleaning and Tailoring
Hairdressing
Clothing
Marketing-Merchandising
Hospital Services
Visual Arts

Ainslie Wood

Auto Servicing
Foods (Quantity Cooking)
Foods (Restaurant)
Foods (Baking)
Building Construction
Horticulture
Graphic Arts
Welding and Ornamental Iron
Visual Arts

The nine vocational areas presently operating at Ainslie Wood could remain in operation. Of the ten areas presently operating at Agnes Macphail, three are duplicated at Ainslie Wood (Visual Arts, Foods (Quantity Cooking) and Foods (Restaurant). Of the seven remaining areas at Agnes Macphail, six could be accommodated as follows:

Typing - in vacant Marketing-Merchandising room
Dry Cleaning and Tailoring - in converted Masonry room
Hairdressing - in converted Auto Body room
Clothing - in converted Drafting/Typing room
Marketing-Merchandising - in vacant Marketing-Merchandising room
Hospital-Services - in converted Science room

The remaining vocational area, Hotel-Motel Management, would be unable to be accommodated in the planned renovations. This arrangement could be changed should one of the planned areas be considered less desirable than Hotel-Motel Management.

The majority of all vocational areas noted above could be offered on a co-educational basis. Final decisions as to this aspect of the program would be better dealt with by the administration of the school when areas could be viewed and when enrolment figures of both girls and boys were finalized.

IMPACT ON STAFF

A. Co-educational Accommodation

Renovated plans show a total of fourteen possible academic classrooms (twelve on the second floor; two on the first floor). Of the twelve on the second floor, two are divided by a portable partition. Since the gymnasium will be operating 100% of the time, and since there are no other areas available over 650 square feet for assemblies, films, etc., it is recommended that only ten academic rooms be considered for use on the second floor. The larger room could then be used for special purposes. The two remaining classrooms are located on the first floor (created from Auto Body area). One of these would have to be used for group guidance classes; the other could be used for classroom instruction by vocational teachers whose areas lacked "classroom" accommodation (i.e. the room is opposite the Quantity Cooking area which, with the renovations to the gymnasium area, would no longer have any "classroom" teaching area). The following accommodation figures, therefore, are based upon using the ten academic classrooms.

(i) 10 academic classes	@ 18 = 180
1 science class	@ 18 = 18
1 library	@ 18 = 18
2 phy. ed. classes	@ 18 = 36
	<u>252</u>
(ii) 14 vocational areas	@ 17 = 238
(iii) 1 general shop	@ 12 = 12
	<u>250</u>

Maximum capacity (100% of all times) = 502

Operational capacity (80% of max. cap.) = 402

The renovated co-educational facility at Ainslie Wood could accommodate, therefore, 402 students.

B. Staff

A student population of 402 would necessitate a total of thirty-two staff (includes Principal and Assistants to Principal) based on a staff-pupil ratio of 12.5:1.

Areas of duplication and/or redundancy which would be created are as follows: Principal, Assistants to Principal, Guidance, Hotel-Motel Management, Foods, Typing, Visual Arts, Physical Education. In all, it is possible that nine teachers would be affected. In some cases, the teachers would be able to be accommodated in other Vocational Secondary Schools. Problems involving positions of responsibility, however, would not be so easily resolved. Naturally attrition will reduce staffing problems somewhat.

It may well be that some change in the present administrative structure should be considered. The administrative structure now in effect is designed specifically for sex-segregated schools. Whether the students' needs would be met by such a structure in a co-educational institution is a matter for investigation prior to the opening of such a facility.

IMPACT ON STUDENTS

Appendix A shows the projected Vocational Secondary School enrolments through 1991. Based on the combined predictions for Agnes Macphail and Ainslie Wood, it can be seen that there will be a total of 504 students in 1981, 486 students in 1982 and 462 students in 1983. Should Ainslie Wood become a co-educational facility in 1981, 102 students would have to be accommodated elsewhere; in 1982, 84 students would have to be accommodated elsewhere; in 1983, 60 students would have to be accommodated elsewhere.

Appendix B shows a suggested allocation of students unable to be accommodated in a co-educational facility. There are a number of means by which a decision could be made concerning a choice of schools (i.e. demographic survey followed by move of boundaries; students requesting particular options available only in specified schools; choice of co-ed. versus segregated; recommendations of Placement Committee). This decision could be delayed until the spring of the year prior to the opening of the co-educational facility.

1. 1000 sq. ft.	1. 1000 sq. ft.
2. 1000 sq. ft.	2. 1000 sq. ft.
3. 1000 sq. ft.	3. 1000 sq. ft.
4. 1000 sq. ft.	4. 1000 sq. ft.
5. 1000 sq. ft.	5. 1000 sq. ft.
6. 1000 sq. ft.	6. 1000 sq. ft.
7. 1000 sq. ft.	7. 1000 sq. ft.
8. 1000 sq. ft.	8. 1000 sq. ft.
9. 1000 sq. ft.	9. 1000 sq. ft.
10. 1000 sq. ft.	10. 1000 sq. ft.

Estimated capacity 1965 at 500 = 500

Estimated capacity 1965 at 1000 = 1000

The proposed educational facility at this site would accommodate approximately 1000 students.

2. 2000

A study population of 100 would represent a total of approximately 1000 students (1000 x 10 = 10000) based on a study population of 100.

Areas of the facility which would be created are as follows: Principal's Office, Reception, Office, Library, Classroom, Laboratory, and other areas. It is possible that some of these areas would be shared with other facilities. The proposed facility would be a self-contained unit, but it would be able to share some of its facilities with other facilities. The proposed facility would be a self-contained unit, but it would be able to share some of its facilities with other facilities.

It was not possible to find any other facilities which would be created are as follows: Principal's Office, Reception, Office, Library, Classroom, Laboratory, and other areas. It is possible that some of these areas would be shared with other facilities. The proposed facility would be a self-contained unit, but it would be able to share some of its facilities with other facilities.

REPORT ON STUDENTS

Appendix A shows the projected educational facility which would be created are as follows: Principal's Office, Reception, Office, Library, Classroom, Laboratory, and other areas. It is possible that some of these areas would be shared with other facilities. The proposed facility would be a self-contained unit, but it would be able to share some of its facilities with other facilities.

Appendix B shows a suggested allocation of students which would be created are as follows: Principal's Office, Reception, Office, Library, Classroom, Laboratory, and other areas. It is possible that some of these areas would be shared with other facilities. The proposed facility would be a self-contained unit, but it would be able to share some of its facilities with other facilities.

In a co-educational facility containing 402 students, changes in the present programme organization would have to be considered.

A. Academic

As mentioned earlier, there may be a reduction in time spent in physical education classes. No other academic areas would feel any serious effect. In order to provide the most viable programme possible, it may be necessary for teachers to instruct in more than one academic area. This is presently being done in some schools and should present no serious problem.

B. Vocational

The most obvious effect in vocational programming would be the loss of the Hotel-Motel Management area. With regard to student options for vocational areas in their senior year(s), no problem would exist where such shops were sex-segregated (i.e. there would continue to be the same accommodation). Where vocational areas were offered on a co-educational basis, there would be some effect since not as many boys and girls could be accommodated as was possible before (i.e. if Horticulture had 2 senior classes of 17 boys, 34 boys who chose Horticulture could be accommodated; if 17 girls chose this subject, then only 17 of the 34 boys could be accommodated). The result of this would simply mean that not as many students would be given their first option choice as is presently the case. It should not be assumed that all students presently take only those options which they prefer. The total impact of this aspect is very difficult to project at this time. The decision as to which vocational areas should remain sex-segregated and which should become co-educational should probably be made by the school administration in harmony with input from staff and Board Officials. Much of this information is already available.

C. Closure of Ainslie Wood for Renovations

The time schedule of the proposed renovations is as follows (also referred to in "Costing for Plant Alterations"):

(a) Drawings, specifications, engineering	4 months
(b) Approvals (Board, Ministry, Fire Marshal, City)	3 months
(c) Tenders	1 month
(d) Construction	8 months
	<u>16 months</u>

It becomes quite evident that Ainslie Wood would have to be closed for one school year. As this time schedule points out, there would be insufficient time to convert Ainslie Wood to a co-educational facility for September, 1981. If September, 1982 were to be considered, plans would have to begin immediately with regard to the housing of the 262 Ainslie Wood students for the 1981-82 school year. No planning would be necessary at this time insofar as Agnes Macphail is concerned.

It would appear that there are three methods by which the Ainslie Wood students would be accommodated. They could be absorbed by the remaining three boys' schools for the 1981-82 school year. This, however, would result in a number of problems, some of which are listed below.

- criteria re choice of school for students
- criteria re choice of school for staff
- surplus staff (i.e. Principal, Assistants to Principal, certain vocational teachers)
- re-organization of three boys' schools
- cost re construction/alterations of additional shops in three boys' schools

For obvious reasons, consequently, this method of accommodating the students would appear to be unsatisfactory.

A second method to be considered would be to operate two shifts out of Parkview for the 1981-82 school year. Permission could be sought from the Ministry of Education to operate one school from 8.00 a.m. to 12.45 p.m. and one school from 1.15 p.m. to 6.00 p.m.. Should this method of accommodation be considered, the following areas of concern would have to be investigated thoroughly:

- (1) The following vocational areas are not available at Parkview: Foods(Restaurant), Foods(Baking), Graphic Arts (though this area could probably be accommodated).
- (2) The 8.00 a.m. start, due to the distances involved, may pose some problems.
- (3) Many students hold part-time jobs. They may choose working over attending school and this could result in our losing some students.
- (4) There is a concern about the activities that students would choose to replace the time not spent in school.
- (5) Some problems with regard to storage of pupil projects would be encountered.
- (6) There would be some difficulty in the auto shops with regard to cars being worked on for more than one day (i.e. no room in parking lot to leave cars).
- (7) The present inter-school athletic leagues would be affected since games are generally played at 3.00 p.m. (i.e. Parkview's gym would not be able to be used since classes would be in progress; a team from the school operating in the early shift would be almost impossible to field).
- (8) There would be a slight effect felt by the continuing education (evening) classes.
- (9) Both Scott Park Secondary School and Georges P. Vanier School presently use the physical education facilities at Parkview both during the noon hour and after 3.30 p.m. This would not be possible with a "shift" system.
- (10) There would be the usual difficulties which arise when accommodation must be shared.
- (11) Students coming from Wentworth County (62 in 1980-81) may opt for Occupational Programs offered by the County rather than travel to Parkview.

A third consideration is to close Ainslie Wood School for the 1982-83 school year and to open it as a co-educational facility for the 1983-84 school year. The 1981-82 school year could be used then for planning for students and staff to be accommodated in the remaining three boys' schools as of September, 1982. The following data will aid in the understanding of this possibility.

- (a) If present predictions hold, there would be 262 students and 20 staff from Ainslie Wood to be accommodated in the remaining three boys' schools in September, 1982.
- (b) Approximately 87 students from Ainslie Wood could attend each of the three remaining boys' schools. This would present no serious accommodation problem in any of the schools since the projected male student decline between June, 1981 and September, 1982 is 75 students. Because of facilities available at the other three schools, it may not be possible to divide the Ainslie Wood students evenly among them but all would be able to be accommodated (see Appendix E).
- (c) The combination of retirements, transfers to Elementary and Secondary (Composite) Schools, and teachers opting for the Four-Over-Five Plan would account for most positions being able to be accommodated in September, 1982 (see Appendix E).

There are a number of reasons why a target date for co-education of September, 1983, is preferable to September, 1982.

- (i) with fewer students and fewer staff, organization is simplified somewhat
- (ii) the extra year for planning would result in a minimum effect on programme
- (iii) decreased enrolment will necessitate minimal costly renovations to the three boys' schools
- (iv) information with regard to Wentworth County students presently attending our Vocational Secondary Schools may be more definitive
- (v) once all facts re staff retirements, staff transfers, enrolment, plus other relevant information was received by June, 1981, there would be a full year available for planning

IMPACT ON CONTINUING EDUCATION

At the present time, there are a number of continuing education courses in operation at Ainslie Wood and Agnes Macphail. Appendix C points out how extensive these courses are.

The conversion of Ainslie Wood to a co-educational facility would have a twofold effect on continuing education. During the time that the school would be closed for renovations (i.e. one year), no evening or day school courses could be offered to adults. As well, once the school were to be re-opened, day classes for adults would have to be accommodated elsewhere.

Since this report is not dealing with the eventual use of Agnes Macphail, no comment on impact on continuing education will be made at this time.

OTHER IMPACTS

Some of Ainslie Wood's present facilities are used by the Council for Exceptional Children and District #8 O.S.S.T.F. (total of three academic rooms on the second floor). These organizations would have to vacate the premises by the beginning of the 1982-83 school year and, therefore, would have to be informed as soon as a decision was made.

COSTING FOR PLANT ALTERATIONS

Appendix D shows that the estimated cost of renovations is \$340,000.00, assuming that no additional work is required in existing shops and classrooms. This figure is also based on the assumption that equipment from Agnes Macphail can be used for new shops in Ainslie Wood (i.e. this is the reason for including only costs of services in the estimates).

Following is a time schedule of the proposed renovations:

(a) Drawings, specifications, engineering	4 months
(b) Approvals (Board, Ministry, Fire Marshal, Hamilton City Building Department)	3 months
(c) Tenders	1 month
(d) Construction	8 months
	<u>16 months</u>

CONSIDERATION OF CO-EDUCATION

Appendix F contains information relative to the whole question of co-education. Its inclusion in this report is meant to bring the reader up-to-date with past history and present involvement centering around the issue of co-education.

PROJECT ON CONTINUING EDUCATION

At the present time, there are a number of ongoing projects in the area of continuing education and some of these are:

The Commission on Adult Education is a non-governmental body which is working on a number of projects. It is working on a project on the role of the adult in society. It is also working on a project on the role of the adult in the economy. It is also working on a project on the role of the adult in the culture.

Some of these projects are being carried out in cooperation with the Ministry of Education. It is hoped that these projects will be of great benefit to the adult population.

OTHER PROJECTS

Some of the other projects which are being carried out by the Commission on Adult Education are:

- 1. A project on the role of the adult in society.
- 2. A project on the role of the adult in the economy.
- 3. A project on the role of the adult in the culture.

CONCLUSION

It is hoped that the projects which are being carried out by the Commission on Adult Education will be of great benefit to the adult population. It is also hoped that these projects will be of great benefit to the economy and the culture.

The Commission on Adult Education is a non-governmental body which is working on a number of projects. It is working on a project on the role of the adult in society. It is also working on a project on the role of the adult in the economy. It is also working on a project on the role of the adult in the culture.

1. Project on the role of the adult in society.
2. Project on the role of the adult in the economy.
3. Project on the role of the adult in the culture.

(1) Project on the role of the adult in society.
(2) Project on the role of the adult in the economy.

REFERENCES

Some of the references which are given in this report are:

- 1. A report on the role of the adult in society.
- 2. A report on the role of the adult in the economy.
- 3. A report on the role of the adult in the culture.

It is recommended that, subject to the Consolidation Policy for Vocational Secondary Schools:

- (a) Ainslie Wood Secondary School be renovated to become a co-educational facility with operation to begin in September 1983.
- (b) Agnes Macphail Secondary School cease to operate as a Vocational Secondary School at the end of the 1982-83 school year.
- (c) Students living within the present Agnes Macphail/Ainslie Wood boundaries for whom there would be insufficient accommodation at Ainslie Wood Secondary in September 1983, be accommodated within the other five Vocational Secondary Schools.
- (d) In order that renovations to Ainslie Wood Secondary School be completed for September 1983 occupancy,
 - (i) the school be closed for the 1982-83 school year and,
 - (ii) the students be relocated in the other three boys' schools for 1982-83.
- (e) Agnes Macphail Secondary School continue to operate as at present for the 1981-82 and 1982-83 school years.

is a recommendation for subject to the Commission for the International
Secondary Schools

- (a) A public school secondary school be converted to become a co-
educational school by the year 1985-86.
- (b) A public secondary school be converted to become a co-educational
school by the year 1985-86.
- (c) The school should be the present school. The school should be
converted to a co-educational school by the year 1985-86. The school
should be converted to a co-educational school by the year 1985-86.
- (d) In order that the school be converted to a co-educational school by
the year 1985-86, the school should be converted to a co-educational
school by the year 1985-86. The school should be converted to a co-educational
school by the year 1985-86.
- (e) The school should be converted to a co-educational school by the year
1985-86. The school should be converted to a co-educational school by the
year 1985-86.

PROJECTED VOCATIONAL SCHOOL ENROLMENTS

September 30, Each Year

SCHOOL	ACTUAL		PROJECTED ENROLMENTS										
	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991
AGNES MACPHAIL Operating Capacity 400	237	240	232	224	213	204	197	189	181	174	168	163	161
AINSLIE WOOD Operating Capacity 450	306	262	272	262	249	241	231	222	215	205	198	191	190
ALBION Operating Capacity 450	316	364	327	316	300	288	278	267	255	245	236	230	227
BRIARWOOD Operating Capacity 350	382	375	362	349	332	319	307	295	283	271	262	254	251
CALEDON Operating Capacity 400	287	253	257	250	237	228	220	211	202	194	187	182	180
CRESTWOOD Operating Capacity 400	351	335	331	320	304	292	281	270	258	248	239	232	230
PARKVIEW Operating Capacity 400	288	289	285	276	262	252	243	233	223	214	206	201	198
TOTAL ENROLMENT	2167	2118	2066	1997	1897	1824	1757	1687	1617	1551	1496	1453	1437

Research Services Department
Hamilton Board of Education
October, 1980

Female Students Year of Co-Ed 1982 1983	Agnes Macphail students to (i) Ainslie Wood 200 200	(ii) to Briarwood NIL 13	(iii) Caledon 24 NIL	
Male Students 1982 1983	Remain at (i) Ainslie Wood 202 202	(ii) to Parkview 24 24	(iii) to Albion 24 23	(iv) to Crestwood 10 NIL

Notes: (i) No figures for 1981 since minimum of 16 months needed for facility to be renovated

(ii) Boys are spread out among 3 other boys' schools in order that no additional facilities would have to be created at any of the 3 schools.

(iii) It is quite probable that all Agnes Macphail students would be able to be accommodated at Ainslie Wood in Sept., 1983 since a number of the boys from Ainslie Wood who were attending the other 3 boys' schools in 1982-83 would opt to remain (see later information).

Continuing Education Courses at Agnes Macphail and Ainslie Wood1980 - 1981Ainslie Wood - Evening Classes

Auto Maintenance	- Monday	- Room 112
Auto Maintenance	- Wednesday	- Room 112
Bricklaying	- Monday	- Room 115
Bricklaying	- Wednesday	- Room 115
Cabinet Making	- Monday	- Room 116
Cabinet Making	- Wednesday	- Room 116
Cake Decorating	- Monday	- Room 103
Ceramics	- Wednesday	- Room 107
Christmas Workshop	- Monday	- Room 106
Christmas Workshop	- Wednesday	- Room 106
Furniture Refinishing	- Monday	- Room 117/118
Furniture Refinishing	- Wednesday	- Room 117/118
Gardening	- Monday	- Room 111
Gardening	- Wednesday	- Room 111
Gourmet Cooking	- Monday	- Kitchen
Gourmet Cooking	- Wednesday	- Kitchen
Photography	- Monday	- Room 113
Upholstery	- Monday	- Room 113
Upholstery	- Wednesday	- Room 114
Welding	- Monday	- Room 114

Ainslie Wood - Day Classes

Typing	- Tuesday & Thursday A.M.	- Room 202
Upholstery	- Monday & Wednesday A.M.	- Room 113
Yoga	- Monday & Wednesday A.M.	- Room 205

Agnes Macphail - Evening Classes

Dressmaking	- Wednesday	- Room 106
Quilting	- Wednesday	- Room 112
Tailoring	- Wednesday	- Room 104

Agnes Macphail - Day Classes

English as a Second Language - Monday to Friday inclusive
 9.00 A.M. - 3.00 P.M.
 Rooms 112, 204, 209, 210, 211

<u>ROOM (Exist. Function)</u>	<u>EXIST. FLOOR AREA (Sq. Ft.)</u>	<u>PROPOSED FUNCTION</u>	<u>MINISTRY FLOOR AREA (Minimum Required)</u>	<u>COST OF RENOVATIONS</u>
Auto Servicing	2,240	Auto Servicing	2,750	--
Building Construction	2,848	Building Construction	2,250	--
Horticulture	1,428	Horticulture	750 (plus greenhouse)	--
Graphic Arts	1,728	Graphic Arts	1,620	--
Art	1,314	Art	900	--
Merchandising	1,585	Merchandising & Typing	1,200	5,000
Food Services	4,644	Food Services		--
Welding	1,949	Welding	1,800	--
Auto Body (Part)	1,470	Hairdressing	1,200 *	40,000
Auto Body (Part)	700	Classroom	700	15,000
Auto Spray Booth	630	Classroom	700	15,000
Masonry	2,408	Dry Cleaning	2,400 *	50,000
Special Education	1,790	Special Education	400	--
Science 1	1,073	Science	950	--
Science 2	1,073	Hospital Services	1,200	25,000
Drafting & Typing	1,737	Clothing	1,000	35,000
Library	2,540	Library	1,500	--
Classrooms 1 - 12	7,683	Classrooms 1 - 12	12 @ 700 = 8,400	--
Music & Gym Storage	1,598	Girls' Change Room, Showers, Washrooms	600	65,000
Classroom 130	656	Gym Storage		15,000
Washrooms (Boys)	---	Washroom (Girls)		15,000
Miscellaneous mechanical modifications				280,000
Contingencies				30,000
TOTAL ESTIMATED COST				30,000
				340,000

* Ministry floor areas given for Agnes Macphail (1966 02 01)

A. Enrolment Predictions, 1982-83

Ainslie Wood:	262	students
Albion:	316	"
Crestwood:	320	"
Parkview:	276	"
TOTAL	<u>1174</u>	"

B. Declining Enrolment

Albion:	3	fewer teaching positions
Crestwood:	1	less teaching position
Parkview:	1	less teaching position
TOTAL	<u>5</u>	

C. Additional Accommodation Available in 1982-83:

<u>Albion:</u>	3 voc. areas @ 17 = 51
	2 ac. classes @ 18 = <u>36</u>
	TOTAL <u>87</u> students
	Total of <u>403</u> students in the school
<u>Crestwood:</u>	2 voc. areas @ 17 = 34
	2 ac. classes @ 18 = <u>36</u>
	TOTAL <u>70</u> students
	Total of <u>390</u> students in the school
<u>Parkview:</u>	3 voc. areas @ 17 = 51
	3 ac. classes @ 18 = <u>54</u>
	TOTAL <u>105</u> students
	Total of <u>381</u> students in the school

GRAND TOTAL: 1174

- Notes: (1) Crestwood has requested renovations which make above possible if approved.
 (2) Some of the vocational areas to be opened would be "temporary" only but would be serviceable for a one year period.
 (3) Naturally, numbers to each school could vary from that listed above.

D. Ainslie Wood Staff, 1982-83

Attrition in all seven schools, plus transfers to other panels, should account for all teachers being placed.

Co-education and Hamilton's Vocational Secondary Schools

Of late, there appears to be a great deal of concern on the part of Trustees and Board Officials with regard to the segregated Vocational Secondary Schools presently in operation in Hamilton. This paper makes no attempt to deal with the "tradition" or the "philosophy" of the concept of co-education. Rather, it is meant to bring both Trustees and Officials up-to-date with regard to recent efforts to look at co-education in such schools.

There are presently at least three studies being conducted with regard to the feasibility of introducing co-education into Hamilton's Vocational Secondary Schools. One such study is being conducted by the Vocational Task Force; another study is being conducted by District #8, O.S.S.T.F.; the third study is that contained in the Director's Accommodation Report. From this information it can be seen that a great deal of input concerning co-education in Vocational Secondary Schools will be available early in 1981.

A Study of Program Needs in the Vocational Schools was presented to the Board in 1975. Contained in the introduction of this document is an explanation as to why the decision was made in the early 1960's to retain sex-segregated schools. There was, during the early 1970's, a concern on the part of the Principals of the Vocational Secondary Schools about a number of issues related to the program being offered in the Vocational Secondary Schools. This concern resulted in the publication of the document mentioned earlier.

Although the study contained a great deal more than the co-education issue, this paper will limit comments to that area only. Following is a brief outline of the results of the study insofar as co-education is concerned.

A. Parents' Questionnaire

Which type of school do you favour?	<u>Parents of Girls</u>	<u>Parents of Boys</u>	<u>Total</u>
sex-segregated	69 (77%)	72 (57%)	141 (65%)
co-educational	21 (23%)	48 (38%)	69 (32%)
no opinion	0 (-)	7 (5%)	7 (5%)

Conclusion: Most parents (65%) of both boys and girls who were then attending Vocational Schools favoured sex-segregated schools.

B. Students' Questionnaire

Type of school preferred:

Boys (83%) preferred schools to be co-educational; girls were more evenly divided but had a slight preference for sex-segregated schools (52%).

Of late, there appears to be a great deal of concern on the part of the Board and School Officials with regard to the segregated Vocational Secondary Schools system in operation in Hamilton. This paper makes an attempt to deal with the "problem" of the "integration" of the concept of co-education. Rather, it is meant to bring both teachers and officials up-to-date with regard to recent efforts to look at co-education in such a manner.

There are presently at least three studies being conducted with regard to the feasibility of introducing co-education into Hamilton's Vocational Secondary Schools. One such study is being conducted by the Vocational Task Force; another study is being conducted by District No. 1; the third study is that contained in the Director's Recommendation Report. From this information it can be seen that a great deal of effort concerning co-education in Vocational Secondary Schools will be available early in 1971.

A Study of Program Needs in the Vocational Schools was presented to the Board in 1970. Contained in the introduction of this document is an explanation as to why the decision was made in the early 1960's to retain segregated schools. The study, during the early 1970's, a concern on the part of the Principals of the Vocational Secondary Schools about a number of issues related to the program being offered in the Vocational Secondary Schools. This concern resulted in the initiation of the document mentioned earlier.

Although the study contained a great deal more than the co-education issue, this paper will limit comments to that area only. Following is a brief outline of the results of the study insofar as co-education is concerned.

A. Parents' Attitudes

Which type of school do you favour?	Parents of Girls	Parents of Boys
sex-segregated	65 (77%)	72 (78%)
co-educational	21 (23%)	20 (22%)
no opinion	0 (-)	7 (8%)

Conclusion: Most parents (93%) of both boys and girls who were then attending

Vocational Schools favoured sex-segregated schools.

B. Students' Attitudes

Type of school preferred

Conclusion: Most students (93%) preferred schools to be co-educational; girls were more evenly divided but not a slight preference for sex-segregated schools (55%).

C. Former Vocational School Students' Questionnaire

Type of school preferred:

Former male students were much more in favour of a co-educational school than were former female students; 74% of the males but only 59% of the females would have preferred a co-educational school.

D. Teachers' Questionnaire

Which type of school do you favour?

	Teachers in Girls' Schools				Teachers in Boys' Schools			
	Teachers of:				Teachers of:			
	Acad. Subj.	Voc. Subj.	Not Specified	Total	Acad. Subj.	Voc. Subj.	Not Specified	Total
Single Sex Schools	15	15	1	31(57%)	8	19	1	28(30%)
Co-educational Schools	6	7	1	14(26%)	27	22	1	50(54%)
No Opinion	6	3	-	9(17%)	6	8	1	15(16%)

Conclusion: Teachers of Girls' Schools indicated a preference for single-sex schools; the majority of the teachers of Boys' Schools favoured co-educational schools.

E. Feeder Principals' Questionnaire

Would co-educational schools affect the schools' acceptability?

<u>Hamilton Schools</u>	<u>More Acceptable</u>	<u>Less Acceptable</u>	<u>No Opinion</u>
For yourself	46 (57%)	25 (31%)	10 (12%)
For parents	31 (39%)	15 (19%)	34 (42%)
<u>County Schools</u>			
For yourself	6 (46%)	6 (46%)	1 (8%)
For parents	5 (42%)	5 (42%)	2 (16%)

Conclusion: The majority of principals believed that co-educational vocational schools would be more acceptable than the present sex-segregated schools, but many were not certain how the parents would feel about this question.

F. Administrators of Vocational Schools' Questionnaire

Eleven administrators completed the questionnaire (six supervisory officers, five principals). All eleven respondents favoured co-educational schools over sex-segregated schools. There were, however, some cautions suggested with regard to any proposed change.

Details for all of the above statistical data are available in the complete report.

As a general conclusion to the report, it could be stated that it gave a clear majority of favourable opinions on the value of the Vocational Secondary School program in Hamilton - by parents and students alike. On the matter of co-educational schools versus the present sex-segregated schools, the results were not nearly so conclusive.

At the present time, the Vocational Task Force is considering the conduction of a mini-study of the co-education issue. When one looks at the number of respondents involved in A Study of Program Needs in the Vocational Schools, there seems little point in repeating the exercise on the same scale. A brief listing of such numbers should suffice.

A. Parents' Questionnaire:	217 respondents
B. Students' Questionnaire:	271 respondents
C. Former Students' Questionnaire:	110 respondents
D. Teachers' Questionnaire:	107 respondents
E. Feeder Principals' Questionnaire:	99 respondents
F. Administrators' Questionnaire:	<u>11</u> respondents
Total:	815 respondents

What is uppermost in the minds of those of us who are looking at this issue is the well-being of the students. There is no doubt that concern for the students is also the primary consideration of Trustees and Board Officials alike. This concern, combined with the present economic climate and the declining enrolment phenomenon, would suggest that co-education in Hamilton's Vocational Secondary Schools is a definite possibility for the future. It would be my recommendation that any decision with regard to co-education be based on the following:

- (a) feasibility information contained in the Director's Accommodation Report
- (b) information contained in the Vocational Task Force Report
- (c) information contained in other briefs dealing with this issue.

As mentioned earlier, the purpose of this paper was to bring those interested in Hamilton's Vocational Secondary Schools up-to-date. Hopefully, the information given above will add to the base upon which any decision is to be made.

- Don Rothwell, (Chairman of Vocational Task Force)
Area Superintendent of Education
November 25, 1980

As a general conclusion to the report, it would be stated that it gave a clear majority of favorable opinion on the value of the Vocational Secondary School program in Hamilton - by students and teachers alike. On the matter of correspondence, the greatest correspondence was in the results were not necessarily conclusive.

At the present time, the Vocational Test Force is considering the completion of a minute of the correspondence items. When one looks at the matter of correspondence involved in a survey of program heads in the Vocational Schools, there seems little point in repeating the exercise on the same scale. A brief listing of such matters should suffice.

A. Parents' Questionnaire	217 responses
B. Students' Questionnaire	251 responses
C. Former Students' Questionnaire	110 responses
D. Teachers' Questionnaire	107 responses
E. Former Principals' Questionnaire	22 responses
F. Administrators' Questionnaire	11 responses
Total	518 responses

That is summarized in the minds of those of us who are looking at this issue is the well-being of the students. There is no doubt that concern for the students is also the primary consideration of teachers and board officials alike. This concern, coupled with the present economic climate and the declining secondary enrollment, would suggest that consideration in Hamilton's Vocational Secondary Schools is a definite possibility for the future. It would be my recommendation that any decision with regard to co-education be based on the following:

- (a) Feasibility: Information contained in the Director's Recommendation Report
- (b) Information contained in the Vocational Test Force Report
- (c) Information contained in other briefs dealing with this issue.

As mentioned earlier, the purpose of this report was to bring those interested in Hamilton's Vocational Secondary Schools up-to-date. Hopefully, the information given above will add to the base upon which any decision is to be made.

Part E

SPECIAL

EDUCATION

SPECIAL EDUCATION CLASSES

The number of pupils identified as having exceptionalities which are severe and handicapping enough to require a special class placement has continued to grow. Though, in a few Special Education areas, there has been a levelling off and even a reduction of classes affected, there is a greater number of pupils with diagnosed learning problems than ever before -- problems which are now more skillfully and positively identified by teachers, Curriculum and Special Services staff, local clinics and private physicians. The needs are being well met, in general, by the Board's ready support and responsive action in the creation of new classes where need is justified.

The Early Identification program has expanded in its second year to encompass twenty schools. The Early Identification model is currently being field tested within these facilities. This program may identify even more special needs; needs which may require special programming at an earlier age. Assuming, however, that the changes will not be great within the next year or so and that the Ministry of Education's legislation setting the maximum number of pupils in each Special Education class will not affect numbers greatly, and that neighbouring Boards will continue to use our Special Education programs and facilities, the following are the projected accommodation needs for the estimated enrolment in each special area in the immediate future.

Visually Handicapped

The one class for the visually handicapped, operating at Prince of Wales school, will continue to meet the needs for these children in the foreseeable future.

English As A Second Language/Dialect

During the school year, 1979-80, the Board of Education for the City of Hamilton provided four full-time E.A.S.L./D. teachers at Hess Street, George R. Allan, Stinson and Highview Schools, offering half-day instruction to elementary school students. One full-time teacher functioned between Sir John A. Macdonald and Westmount Secondary Composite Schools.

In August and September, additional Indo-Chinese families arrived which necessitated the need for another full-time E.A.S.L./D. elementary teacher. This program was established at Strathcona Public School in early September. This additional class raised the total number of full-time E.A.S.L./D. teachers to five in the elementary sector.

THE STATE OF TEXAS

The subject of this report is the state of Texas, which is a large and important state in the Union. It is a state of great resources, and its people are industrious and enterprising. The state is rich in minerals, and its agriculture is highly productive. Its commerce is extensive, and its population is increasing rapidly. The state is a member of the Union, and its interests are bound up with those of the whole country. It is a state of great importance, and its progress is a matter of great interest to all who are concerned with the welfare of the Union.

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With the prospect of accommodating an additional 25-30 secondary school age immigrant students (mostly Indo-Chinese) ready to enter full-time secondary school programs in September, and since they are residing in the Sir John A. Macdonald area, the half-day program at Sir John A. Macdonald was increased to a full-time program. This represented the addition of a half-time teacher. To facilitate this requirement, the current teacher in the secondary school program was appointed to Sir John A. Macdonald full-time and an additional teacher was employed to continue serving the secondary school students from the mountain area at Westmount on a half-time basis. This increased the secondary school program from two half-day E.A.S.L./D. programs, requiring one teacher, to one full-time teacher and one half-time teacher.

As of September 1980, the elementary/secondary E.A.S.L./D. program is as follows:

Elementary	George R. Allan	1 full day program
	Hess Street	1 full day program
	Highview	1 full day program
	Stinson Street	1 full day program
	Strathcona	1 full day program
Secondary	Sir John A. Macdonald	1 full day program
	Westmount	1 half day program

In addition to the above program, there are five full-time (1980 10 06) classes under the direction of the Continuing Education Department located at Agnes MacPhail. These classes accommodate secondary school age students who require full-time English As A Second Language preparatory for future admission to secondary schools.

It is difficult to predict the expected number of overseas students arriving through normal immigration, or those sponsored by Employment and Immigration Canada. These agencies cannot tell, for example, how many immigrants might be arriving during the school year, as they are not notified until a day or even a half-day before the families arrive.

However, during 1979-80, approximately 120 overseas students (100 elementary and 20 secondary), from 38 different countries, were admitted to E.A.S.L./D. classes in Hamilton. In addition to the above numbers, 75-80 students were accommodated in English As A Second Language classes offered through the Continuing Education Department in full-time day programs.

Based upon last year's enrolment, plus the arrival of Cuban families, it is possible that our Board may be required to accommodate up to 190-200 New Canadians during 1980-81 in our E.A.S.L./D. elementary, secondary and Continuing Education programs. This could necessitate the need of additional classes.

Table XXII (a) E.A.S.L./D. Growth Chart (1975-80)

ELEMENTARY PROGRAMS	1975	1976	1977	1978	1979	1980
Bartonville	30	30	30	30	Transferred to Hess Street School	
Stinson Street	30	30	30	30	30	23
Hess Street	--	--	--	--	30	30
George R. Allan	--	--	--	--	20	15
Highview	--	--	--	--	15	17
Strathcona	--	--	--	--	--	18
TOTALS	60	60	60	60	95	103

Table XXII (b)

SECONDARY PROGRAMS	1975	1976	1977	1978	1979	1980
Sir John A. Macdonald	--	--	--	--	9	24
Westmount	--	--	--	--	8	8
TOTALS	--	--	--	--	17	32

Table XXII (c)

CONTINUING EDUCATION	1975	1976	1977	1978	1979	1980
Agnes MacPhail	--	--	--	--	65	75

Table XXII (d)

TOTAL ENROLMENTS	1975	1976	1977	1978	1979	1980
Elementary, Secondary and Continuing Education)	60	60	60	60	177	210

N.B. The enrolment figures are approximate.

Hearing Handicapped

There are currently six classes for the hearing handicapped in our elementary schools. The pre-school program has been reduced from two classes to one. Thus, Queensdale has one pre-school and two primary, Gibson has two junior-intermediate, and Hampton Heights has one senior class.

The present accommodation should be sufficient through 1981, provided that no other changes in the school system cause a displacement of the classes from these locations. The Board's establishment of a Resource Teacher or Exceptionalities at the secondary school level is proving beneficial to the hard-of-hearing students in the program.

Orthopaedically Handicapped

(a) Cerebral Palsy Centre (attached administratively to Holbrook School)

These pupils are orthopaedically handicapped and many have communication disorders. One class is designed for non-verbal students who, consequently, are using the Bliss system of symbol communication. During this year, this program will be reviewed for possible consolidation.

Lisgar

At the present time, no increase is foreseen beyond the existing classes. The program will be studied for possible consolidation over the next two to five years.

Opportunity Classes (General Learning Problems and Disabilities)

There are currently 65 Opportunity classes situated in 46 different schools throughout the city. The Opportunity teacher, in addition to prescribing and implementing a program for those pupils registered in his/her class, generally serves as a resource teacher to the school in providing remediation for students of other classes. This concept of remediation of the regular class student operates in conjunction with that of integration of the Opportunity class student.

Further expansion in this area is difficult to predict. Wherever feasible, effort will continue to be made to provide for new needs by transferring or closing existing smaller Opportunity classes, provided that suitable programs can be developed for the children so affected.

The provision of Opportunity classes in additional senior elementary schools is an identified need that seems to be emerging. The establishing of one or two primary Opportunity classes, as a pilot project, to program for those special pupils who are, as yet, not ready to profit from an academic program, but for whom additional Kindergarten placement seems impractical, could be given special consideration.

Specific Learning Disabilities

(a) Perceptually Handicapped

Provision for pupils with perceptual handicaps and related disabilities is still a priority among Special Education needs. This is the area where diagnosis and identification of needs continue to improve and children are definitely being helped to cope by means of this special program. Admittedly, the process is slow. Most pupils require up to two years in such a class before being enabled to return to the mainstream to function at an improved level of achievement. Since the turn-over rate is not rapid, the build-up of classes is considerable at this point.

The 29 classes are comprised of three sub-groupings under the general umbrella of "Learning Disabilities": 24 classes for the Perceptually Handicapped, four Language and Speech Improvement classes and one Assessment class. These classes are now operating at capacity levels. There is a significant waiting list developing this year and could be sizeable by next spring. To ensure that the needs are met, provision should be made for additional Perceptually Handicapped classes in 1981 if current trends continue.

(b) Emotionally Disturbed

i. Programs in the Chedoke Hospital

The Board's program at the Chedoke Hospital consists of two classes -- one class for Adolescent Day Care and one class as an Adolescent Residential Treatment Unit. The Hospital provides the facilities; the Ministry of Education fully reimburses our Board for the teachers and supplies. No increase in classes is foreseen.

ii. Chedoke, Franklin Road and Huntington Park Schools

The two classes for the emotionally disturbed accommodated in each of these schools, (a total of six classes), should be sufficient to meet our needs in the near future.

iii. Woodview Children's Centre

One class at the secondary school age level is presently operating at Westdale Secondary School with full reimbursement from the Ministry of Education.

iv. Lynwood Hall

It is expected that we will continue to provide two teachers, at full reimbursement from the Ministry of Education, for the two classes of emotionally disturbed children in this community facility.

(c) Arrell Observation Home

Our Board is currently providing two teachers for the instructional program in the Arrell Observation Home. The program is expected to expand in the near future with full reimbursement from the Ministry of Education.

(d) Hospitals (St. Joseph's and McMaster), Rygiel Home and Robert Mac Home

The need for the 3.3 teachers assigned to the pupils in these community facilities is expected to continue. The accommodation for instruction will continue to be the responsibility of the institution concerned.

Summary

Over the last few years, the pupil needs and number of resulting classes:

1. has decreased in the areas of: (a) Limited Vision
(b) Hearing Handicapped
2. has increased in the areas of: (a) Opportunity
(b) Learning Disabilities
(c) E.A.S.L./D. (New Canadians).

In the foreseeable future, pupil needs are expected to continue to increase in the areas of: (a) Opportunity classes
(b) Learning Disabilities
(c) English as a Second Language/Dialect.

THE SCHOOLS FOR THE TRAINABLE RETARDED

Following a decline in enrolment in 1977, a decrease from 465 pupils to 444 pupils, enrolment in these schools fell only slightly in 1978 to 439 pupils. During 1979, enrolment remained at 439. A further significant drop has been experienced and at present stands at 416 pupils.

Accommodation for these pupils does not present a problem at the Junior School level. The three Junior Schools are well able to accommodate the 278 eligible pupils, recognizing that 17 of them are in the Integration Project at Queen Victoria School and that five classes are in a Behaviour Modification program with a maximum of seven pupils per class. The Senior School, located at Vincent Massey School, is operating at capacity with 137 students. This is recognizing also that one class of students, on a rotating basis, is at Hill Park Secondary School as part of an Interaction Project.

The enrolment, by schools, as of September 30, 1980, was as follows:

(a) Junior Schools (5-15 years of age)

Eastview	82 pupils	
Queen Victoria	17 pupils.	.2 classes in an elementary school
Fairview.	87 pupils.	.includes 3 Behaviour Modification classes
Southview.	93 pupils.	.includes 2 Behaviour Modification classes
	279 pupils	

(b) Senior School (16-21 years of age)

Vincent Massey.	137 pupils.	.Interaction Project at Hill Park

Total Enrolment: 416 pupils

These schools serve pupils from the Hamilton-Wentworth Roman Catholic Separate School Board and the Wentworth County Board as well as those from our own system.

The implications of current proposed legislation on admissions requirements, on programming and on policies of other feeder Boards, combined with the observed declining enrolment at the Junior School level, makes the projecting of accurate enrolment estimates for the future very difficult. It should be noted, however, that there are approximately 80 Roman Catholic children in our schools for the Trainable Retarded. This figure may very well be greater, in that it does not indicate the number of children presently living in residences whose parents may have separate school affiliation.

This figure corresponds closely to the total enrolment of one School for the Trainable Retarded.

It may very well be, however, that our senior program and our special Behaviour Modification classes would not be duplicated by the Separate School system, initially, at least, if they respond to proposed legislation and set up programs for the Trainable Retarded.

Thus, subject to any changes in our admission requirements, or in our programming, or in the policies of other feeder Boards, our accommodation should continue to provide for the enrolment of these pupils in the foreseeable future. Factors affecting accommodation needs in the years ahead may be determined by legislation and the degree and type of integration practices that evolve.

This report corresponds closely to the work of the National
the Institute of Education.

It was very well set, however, that the report program and not material
behavior modification classes would not be required by the Institute of
system, especially, at least, it was required to research legislation and not
of programs for the Institute of Education.

Then, subject to any changes in our research requirements, or in our
programing, or in the policies of other federal boards, our recommendations
should continue to provide the same amount of work as in the Institute
of Education. Further, effective recommendations made in the years when we have
of legislation and the degree and type of legislation practices that evolve.